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ABSTRACT

A study synthesized findings of research in marketing education (ME) from 1979-89 in these 10 categories: administration, curriculum, evaluation, guidance/counseling, human resource, instruction, learner characteristics, philosophy and objectives, program design, and teacher education. During the 1980s, continued environmental threats and educational demands for excellence and accountability caused ME to refine and clarify its educational strategy, mission, focus, curriculum, and standards. Findings showed a national core curriculum was developed to enhance ME's identity with various audiences; evaluation studies concluded ME was successful, based on a positive impact on student achievement, employment, and economic attainment and on teacher preparation and professional development; guidance counselors supported ME courses for college-bound students; ME made a positive contribution to human resource needs and students made positive individual contributions in support of the economy; use of learning activity packets and instructional technology had a positive impact on instruction; students made gains in cognitive knowledge, affective outcomes, and human relations; evolution of ME philosophy led to consensus building and national standards; and teachers were satisfied with teacher education instruction and program content. (The bibliography contains 208 research studies and 14 publications.) (YLB)

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REVIEW AND SYNTHESIS OF RESEARCH IN MARKETING EDUCATION
1979 to 1989:
A DECADE OF RESEARCH INFLUENCES

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REVIEW AND SYNTHESIS OF RESEARCH IN MARKETING EDUCATION 1979 to 1989: A DECADE OF RESEARCH INFLUENCES

OVERVIEW

The purpose of this study was to present information that was an essential update of the significant, previous contributions of Meyer and Logan (1966), Ashmun and Larson (1970), and Berns, Burrow, and Wallace (1980). The goal of this research assessment was the continued dissemination of important and influential contributions to the advancement, to the evolution, and to the continued growth of marketing education as a distinct field of scholarship.

Research in marketing education completed or disseminated between 1979 and 1989 was the focus of this publication. A total of 208 research studies and 14 other publications important to marketing education were included in the 222 references cited in the bibliography. The conclusion was that the educational environment of the 1980's had a major influence on the research categories and quantity of inquiry in marketing education.

Sincere thanks and appreciation go to the Delta Pi Epsilon Research Foundation for their funding assistance and and for their support of this project. My special appreciation is extended to researchers who have expanded the horizons of marketing education.

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INTRODUCTION

During the 1980's continued environmental threats and educational demands for excellence and accountability have caused marketing education to refine and clarify its educational strategy, mission, focus, curriculum, and standards. Beginning with the National Conference on Marketing and Distributive Education; "Directions for the 1980s" (Vail, CO, May 19-22, 1980), continuing with the 1984 Marketing and Distributive National Curriculum Conference, (Atlanta, GA, Dec, 1984) and with the subsequent development of a national marketing plan, national curriculum, and national standards (Marketing Education Resource Center, 1987) marketing education has energized, planned, and focused.

The outcome of the 1980's has been a research agenda that has influenced marketing education practices and standards at all program levels. This has continued the practice of marketing education to stay current and to remain dynamic in preparing students for marketing careers.

STATEMENT OF THE PROBLEM

Since the earlier editions of the Review and Synthesis in Distributive Education have been published, there has not been an updated version. There has been no comprehensive review of research in Marketing Education since 1978 except Stone's (1985) categorization of research studies completed between 1979 to 1982 and Littman's (1991) review of research presented at the National Marketing Education Research Conference.

In a 1989 survey of marketing educators, a Review and Synthesis was rated as very important to complete and disseminate. Since there has been no updated version of the Review and Synthesis in Marketing Education since 1978, an updated version is needed to further develop and refine a coordinated research agenda in the field. Thus, the purpose of this study was to gather, compile, synthesize, and disseminate marketing education research completed during the years 1979 to 1989.

Thus, this Review and Synthesis in Marketing Education: 1979 to 1989 was an essential update of the significant, previous contributions of Meyer and Logan (1966), Ashmun and Larson (1970), and Berns, Burrow, and Wallace (1980). The goal of this assessment continued the dissemination of important and influential contributions to the advancement, to the evolution, and to the continued growth of marketing education as a distinct field of scholarship.

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OBJECTIVES

The specific objective formulated for this study included:

- Classifying research projects completed in marketing education between 1979 and 1989 into the following ten categories: Administration, Curriculum, Evaluation Guidance and Counseling, Human Resource Needs, Instruction, Learner Characteristics, Philosophy and Objectives, Program Design Models, and Teacher Education.
- Reviewing and synthesizing the findings and conclusions of the studies and classify them into the above ten categories.
- Comparing research frequency between 1979-1989 and 1969-1978.

NEED AND CONTRIBUTION TO MARKETING EDUCATION

A compilation of past research will help advance the knowledge base available to both researchers and practitioners in better understanding successful practices that can be adapted to other settings.

This study was a continuation of the effort to bring about the better coordination and efficiency in marketing education research. Previous compilations have been very valuable to researchers and practitioners as a guide to sources of information and to assist in the planning and in the implementation of needed research. This document was intended to highlight important research that will help researchers, students, policy makers, and practitioners in marketing education.

New and experienced researchers in marketing education will be guided by this research review while it will encourage their additional marketing education research. This research can provide a framework for advancement and development of theoretical models in marketing education than can be empirically tested and utilized.

This research will help marketing education instructors in developing programs based on current research leading to better prepared students and well qualified graduates. In conclusion, this research review and synthesis will make a significant contribution to the improvement, refinement, and advancement of marketing education.

METHODOLOGY

DATA COLLECTION

This study continued with previous methodology used in editions of the Review and Synthesis in Distributive Education by Meyer and Logan (1966) and by Ashmun and Larson (1970) and the Marketing and Distributive Education: Review and Synthesis of the Research by Berns, Burrow, and Wallace (1980). Thus, this review included only those studies that met the following three criteria. First, the study must have been subjected to prior review by either a referee panel, a graduate school committee, or a funding agency. Second, it must have included a research component which identified a specific problem, data to help solve the problem, and findings and conclusions based upon the data. Third, the study must have been based on a marketing and distributive education population.

In order to identify research completed during the years 1979 to 1989, library sources including ERIC on-line, DIALOG, Education Index, and other computerized searches were conducted. Editions of the Marketing Educators' Journal and its forerunner the Marketing and Distributive Educators' Digest were reviewed. Proceedings in Marketing Education including those from the Marketing Education Conclave, AVA Research Dissemination Seminar, and the 1984 to 1989 Marketing Education National Research Conference were reviewed. A dissertation abstract search was also completed.

At the 1994 National Research Conference For Marketing Education, copies of the bibliography of this research review were distributed for comments, additions, and deletions. The author takes all responsibilities for the categories selected and for any ommissions.

DATA ANALYSIS

Data were analyzed and categorized consistent with previous reviews and synthesis. These categories included Administration, Curriculum, Evaluation, Guidance and Counseling, Human Resource Needs, Instruction, Learner Characteristics, Philosophy and Objectives, Program Design Models, and Teacher Education.

TERMINOLOGY

Over the time period of study, the name of this field has changed from distributive education (DE) to marketing and distributive education (MDE) to marketing education (ME). For consistency, all terminology has been changed to the presently used term marketing education.

CONCLUSIONS

According to Table 1, between 1979 and 1989 the areas with the largest quantity of research were in Evaluation (n = 44, % = 21.2), Human Resource, (n = 31, % = 14.9), Instruction (n = 30, % = 14.4), and Teacher Education (n = 30, % = 14.4).

Between 1969 and 1978 the largest amounts of research were in the areas of Instruction (n = 65, % = 26.8), Teacher Education (n = 51, % = 21.0), Evaluation (n = 43, % = 17.7), and Curriculum, (n =38, % = 15.6).

In comparison between 1969 to 1978 and 1979 to 1989, there were increases in the percentage of studies in these five areas: (1) Evaluation; (2) Human Resource; (3) Philosophy and Objectives; (4) Learner Characteristics; and (5) Program Design. The especially large number of evaluative research can be attributed to assessing and measuring marketing education success in human resource development and in building those success strategies into our philosophy and objectives.

Between these same time periods, there were decreases in the percentage of studies in the following five areas (1) Instruction; (2) Teacher Education; (3) Curriculum; (4) Administration; and (5) Guidance/Counseling.

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RESEARCH FREQUENCY

TABLE 1

	1979 to 1989		1969 to 1978		
RESEARCH AREA	Studies	Percent	Studies	Percent	CHANGE
1. Evaluation	44	21.2	43	17.7	INCR
2. Human Resource	31	14.9	5	2.1	INCR
3. Instruction	30	14.4	65	26.8	DECR
3. Teacher Educ.	30	14.4	51	21.0	DECR
5. Curriculum	24	11.6	38	15.6	DECR
6. Philosophy and Objectives	21	10.0	16	6.6	INCR
7. Learner Charact.	14	6.7	9	3.7	INCR
8. Program Design	10	4.8	6	2.4	INCR
9. Administration	3	1.4	6	2.4	DECR
10. Guidance/Counsel	1	.5	4	1.7	DECR
TOTALS	208	100.0%	243	100.0%	
Other Pubications	14				
BIBLIOGRAPHY TOTAL	222				

NOTE: Although the results of some studies were reported in more than one section, each study was classified in only one research area.

ADMINISTRATION AND SUPERVISION

Marketing education program administration and program supervision had limited research focus during the time span under study. Three studies were identified that strongly related to this area. Some studies listed under evaluation and in other sections may also offer useful insight into program administration and program supervision.

SUPERVISORY TASKS

In a study of Virginia's department heads of secondary marketing education, their principals, and a leadership group of teacher educators, local supervisors, and assistant state supervisors, Smith (1979) identified the relative perceived importance of seventy-six tasks that were the responsibilities of marketing education department heads. These tasks were previously identified for the entry level marketing education teacher coordinator position as specified by Crawford (1967). The development of competencies in these tasks areas could serve to strengthen the administrator's role and leadership in marketing education programs.

It was concluded that these tasks could be ranked in an importance order. Keeping local school personnel acquainted with the marketing education program and its offering, representing the department faculty to the school, and establishing long range program goals were tasks rated as priority importance to the department head. It was also concluded that effective utilization of school, of business, and of community relationships had a priority importance. Finally, there was some potential for role conflicts due to varied importance placed on individual tasks by certain respondent groups.

COORDINATION TASKS

Ayres and Elias (1981) utilized marketing education teacher coordinators, marketing education program administrators, business people who employed marketing education students, and a national expert panel composed of marketing education teacher educators, and marketing education state supervisors who identified the perceived importance of coordination tasks in six areas. The inventory of coordination tasks were categorized as in the areas of: (1) DECA chapter advisement; (2) guidance; (3) instruction; (4) on-the-job training; (5) program operations and administration; and (6) public relations.

There were perceived differences in importance ranking between the purpose of the cooperative method with the national expert group and the other three groups. The national expert group rated advisory groups much higher in importance than it was ranked by the other groups.

Business people assigned the following tasks a higher priority than other groups in this study, (1) arranging with employers to assign qualified people to be directly responsible for students' training on the job; (2) considering the needs of employers, of customers, and of students in placement; (3) assigning students to self-evaluate their work performance; and (4) formulating a policy concerning excessive student absenteeism. This reinforced the premise that marketing education coordination efforts can be strengthened through utilizing the input of relevant groups, especially business people who hired and assisted the schools in student training.

SUPERVISION OF STUDENT TEACHERS

Jacobs (1982) developed a task inventory for student teacher supervisors useful as in-service and as graduate training. Included in this inventory were 127 tasks of varying importance. The highest ranked by Virginia's marketing education personnel was "Direct student teacher to teach marketing education classes" while the lowest ranked was "Direct student teacher to suggest to employers solutions to their inefficient business operations."

The nine areas studied were classified as (1) coordination; (2) guidance; (3) instruction; (4) management; (5) preparation and orientation; (6) program planning, development, and evaluation; (7) professional role and development; (8) student vocational organization; and (9) school-community relations. Eight of 27 tasks ranked as most important were in the preparation and orientation category and eight were in the instruction category. Finally, above average supervising teachers rated adult education and coordination tasks as more important than others areas.

SUMMARY

Certain important tasks must be performed to be successful in marketing education program supervision and in coordination. The results of these studies should offer some insight to marketing education personnel germane to program administration and program supervision.

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CURRICULUM

Curriculum, the content material taught in each program, has continued to play a leading role in the positioning of marketing education. As a program with the primary goal to strengthen student preparation through marketing instruction, a number of research studies viewed the curriculum content and competencies necessary to be instilled through marketing education. To further identify and standardize the content material in marketing education, during this time frame, a national core curriculum was developed, validated, and accepted by all levels of marketing education.

CURRICULUM CONTENT

Career Information

To provide career information to students who were participating in Philadelphia high school motivational program, Weber (1979) developed six marketing career booklets. These were in the areas of (1) advertising; (2) fashion; (3) hotel/motel operations; (4) management; (5) recreation and tourism; and (6) retailing.

It was concluded that the use of the marketing career booklets had not increased students' interest in marketing careers. Students who read the booklets showed no greater interest in marketing that those students who had not read the booklets.

Performance Tasks

Williams (1979) identified 100 performance tasks within 10 functional categories for marketing education teacher-coordinators who utilized the Interstate Distributive Education Curriculum Consortium (IDECC) individualized instructional system. These identified tasks provided an empirically-based description of the teacher's responsibility as a learning manager.

Later, in order to test new standards of occupational task analysis, Williams, Berns, and Heath-Sipos (1979) identified the tasks relevant to sixteen occupations within the Interstate Distributive Education Curriculum Consortium course, General Merchandising: Department Store. Job relevancy data were provided from completed task inventory questionnaires received from 30 states. Three types of task data collected included the extent task was part of job, the desired task occurrences, and the learning location.

State Curriculum and Content Validation

During this time period, various states, curriculum centers, and universities developed, validated, and disseminated curriculum guides relevant to marketing education programs. A small sampling of these were reported below.

Frazier and Martin (1980) validated the Oklahoma Curriculum and Instructional Material Center's (CIMC) Marketing Education II curriculum manual. Achievement data on pretest and posttest of material and item analyses were utilized. It was found that on 9 of the 17 units students failed to obtain an 80% correct rate.

Legacy (1980) identified and prioritized 238 competencies essential for the most common entry level position in automotive and petroleum. In addition, the study identified the common career ladders and the most important criteria for promotion in the field.

The primary purpose of Moore, Luft, and Brown's (1986) study was to identify, to classify, and to rank 93 competencies perceived as important for those entering or desiring to enter the field of purchasing. These competencies were then placed into seven classifications. These seven skills in order of importance were, (1) ethics; (2) communications; (3) self-management; (4) problem solving; (5) buying skills; (6) legal attributes; and (7) vendor analysis.

The conclusions were that practitioners preferred that initial training focus be placed on the "how to" of buying rather than on policy formation and purchasing management. The top four competencies were (1) skills in listening; (2) the ability to effectively negotiate with salespeople; (3) the ability to understand and apply high ethical standards; and (4) the ability to apply judicious judgement and common sense. This classification system can serve as a benchmark for aligning existing program content with current employee needs.

Moore and Eckrich (1988) studied 41 manufacturing salespeople, 32 distributor salespeople, and 24 manufacturers agents to rate 82 selling competencies. The resultant seven classification groups, in order of importance, were (1) communication skills; (2) customer relations; (3) professionalism; (4) selling skills; (5) problem solving; (6) business maturity; and (7) management skills.

NATIONAL CORE CURRICULUM COMPETENCIES

To determine if the 19 Foundations for Marketing competencies selected by the Curriculum Committee of the National Council for Marketing Education were a valid indicator of curriculum beliefs, Littman (1986)(1987) gathered information from secondary marketing educator's in Alabama. This study gathered the perception of the importance placed on the Foundations for Marketing competencies, the emphasis placed on these competencies in classroom instruction, and the relationship between both responses.

The major findings were (1) strong agreement on the importance of human resource foundation competencies; (2) agreement on the importance of economic foundations; (3) agreement on the importance of marketing and business foundations; (4) instructional emphasis on the three competency areas; and (5) substantial association between importance and teaching emphasis on the Foundations for Marketing.

McComas-Norwood (1986) obtained information regarding the agreement Texas marketing teacher-coordinators had with the consensus statements developed during the 1984 National Marketing Education Curriculum Conference. Four hundred sixty-four teachers responded to 47 statements selected from the 134 statements that reached consensus at the Conference.

The three responses with the highest percent agreement, 92%, were that marketing education programs and courses focusing on entry level or career sustaining level jobs should provide vocational application of marketing skills through a project laboratory or through the cooperative method, the state should provide curriculum guides for all levels of marketing education programs, and marketing education should take the lead in offering entrepreneurship education. The lowest agreement was with marketing education should be involved in marketing training programs specifically designed for adults, 37%, and a national marketing achievement test should be made available as a means to assess consistency of performance based on knowledge of core competencies, 47%.

Trussell and McComas-Norwood (1987) compared data collected from secondary marketing teachers in Georgia and in Texas on their perceptions of selected outcome statements from the 1984 National Curriculum Conference. The responses from 100 marketing educators in Georgia and 464 marketing educators in Texas were compared to over 350 participants at the National Curriculum Conference.

Forty statements selected from the Conference's 134 outcome statements were added to 7 modified statements to accommodate state needs and 3 statements for each particular state needs. There was strong agreement from both states on the 50 statements, however the rank from most agreement to least agreement provided differences among the three groups.

Marketing education teachers in Georgia and Texas agreed that vocational applications of marketing skills as well as the practices and procedures from marketing industries should be included in the curriculum. The level of instruction of these practices and procedures should exceed that of academic education. They agreed on the role of DECA as an integral component of their curriculum and on working with special needs students.

Both states were positive towards entrepreneurship but Texas marketing educators were more favorable to the inclusion of entrepreneurship competencies into the curriculum. Texas teachers agreed more with the need for the state to provide curriculum guides.

Littman (1988a) utilized the responses of marketing professors in Alabama's 4 year colleges and universities to determine whether the National Curriculum Framework and Core Competencies were a valid indicator of their curriculum beliefs. Another focus of the study was to ascertain if the National Curriculum Framework was a step closer to the discipline of marketing.

The major conclusions were (1) agreement that the Foundations for Marketing were important and should be taught in secondary marketing education; (2) strong agreement that Marketing Functions and Functions of Business were the most important competency areas to teach; (3) that almost half of class time should be devoted to instruction in Marketing and Business Foundations, as compared to Economic Foundations of Marketing and Human Resource Foundations. The response of marketing professors emphasized marketing content as the most important area to teach. Most marketing professors were minimally familiar or not familiar with high school marketing education.

In a comparison study, Littman (1988b) viewed the association between marketing practitioners and the previously analyzed responses of marketing professors in Alabama's 4 year colleges and universities. The main objective of this study was to determine whether the National Curriculum Framework and Core Competencies reflected the curriculum beliefs of these two groups. Another focus of the study was to ascertain if the National Curriculum Framework was a step closer to the discipline of marketing.

The summary conclusions were (1) both professors and marketing practitioners rated 17 of 19 competencies in the Foundations for Marketing as important to teach in secondary marketing education; (2) while marketing professors placed a strong importance and emphasis on the discipline of marketing, practitioners placed a strong importance and emphasis on human relations skills; (3) the area of Specialized Applications of Business was the lowest rated.

PUBLICATIONS

Schultheis and Anderson (1982) compared the Smog Index to the Dale-Chall formula to analyze the reading levels of 48 textbooks in business and marketing education. They concluded that a Modified Smog Index proved a valid substitute for the Dale-Chall formula when used to evaluate the narrative in business and marketing education textbooks.

Sanders (1985) found that Georgia's marketing education teachers had not utilized outside publications in their courses to a large degree. Some periodicals with a high readability level were sometimes used. These included Business Week and the business section of the newspaper.

MICROCOMPUTERS

In a national study of microcomputer usage in secondary marketing education, Searle (1986a) found that Apple was the most popular brand used in secondary marketing education programs, a wide variety of instructional and operations software was available and presently being used, and that secondary marketing teachers definitely needed assistance with both software review/evaluations and practical applications.

Searle (1986b) later reported that the most popular programs used were Jeans Factory, Lemonade Stand, Enterprise Sandwich Shop, and Profit and Loss. Most popular operations software were Apple Grade Book, Apple Works, VisiCalc, and Print Shop.

An inventory of important computer competencies in seven classifications was developed by James (1987). These competencies were based on information gathered from employers of entry level and second level employees in marketing occupations.

Palmieri, Schell, and Miles (1989) reported that marketing education teachers regarded microcomputers as useful in their programs. Marketing teachers from area vocational-technical schools were more willing than comprehensive high school marketing education instructors to use computers in (1) managing their school store; (2) providing IDECC competencies in their curriculum planning; (3) providing IDECC competencies to meet Pennsylvania's Scope of Instruction; and (4) managing student competency records.

Younger (20's) and older (50+) marketing educators perceived computers to be more useful in managing their local reporting requirements. Marketing educators with a Bachelor's or Doctor's Degree perceived computers to be more useful in managing student's grades than those with a Master's Degree.

ENTREPRENEURSHIP

Palmieri (1987) obtained information from 34 Pennsylvania's marketing education teachers concerning the importance of teaching entrepreneurship competencies developed in the Program for Acquiring Competence in Entrepreneurship (PACE). Teachers were asked if 18 PACE competency areas were important to teach and if they were included in their present curriculum.

Eighty six percent agreed that the selected competencies were important to teach while 76% included those competencies in their curriculum. Two competencies showed a higher number of NO answers on the importance to teach; Obtaining technical assistance and Dealing with legal issues.

Four competencies showed a higher level of NO answers on inclusion in the present curriculum; (1) Obtaining technical assistance; (2) Dealing with legal issues; (3) Managing customer credit and collections; and (4) Protecting the business. There was no agreement on the number of hours per week of entrepreneurship instruction they would have typically included in their curriculum.

To identify the components necessary for the development of an effective business plan by entrepreneurs, Moorman and Hess (1989) studied 200 bank lending officers in Texas. The results were useful in their attempt to validate the content of this curriculum area. This information should help in teaching the key concepts of entrepreneurship in marketing education programs.

It was found that 93% of banks required a written business plan. The top five ranked business plan components were (1) form of ownership; (2) initial capitalization plan; (3) cash flow projection; (4) projected operating statement; and (5) projected income statement. The marketing plan was not considered a critical part of the business planning process as it was ranked as sixth of nine components.

SCIENCE AND MATHEMATICS SKILLS

Anderson and Boddy (1985) determined the importance secondary vocational instructors placed on students possessing specific science skills in biology, in chemistry, and in physics for the successful completion of their vocational programs. This study included marketing education programs.

The findings based on 247 responses were that there was a wide variance in the importance placed on science-related skills necessary for secondary vocational program completion. It was reported that certain secondary vocational programs contained a significant component of science-related skills.

Holsey and Rosenfeld (1985) identified and validated the science competencies and sub-competencies in three selected vocational fields including marketing education. The results generated by 6 science teachers working with 2 vocational teachers from each area were validated by 469 students, parents, teachers, and business people. These groups strongly agreed that the revised program contained a large amount of science content.

Also, Rosenfeld and Holsey (1985) classified and validated the mathematics competencies and sub-competencies in three selected vocational fields including marketing education. The results generated by six mathematics teachers working with two vocational teachers from each of the three area were validated by a group of 444 students, parents, teachers, and business people. These groups strongly agreed that the revised program contained an important amount of mathematics content.

ECONOMIC CONCEPTS

Jackson (1984) studied advisory board members, employers, and secondary teachers to determine the relative importance of basic economic concepts for business and marketing education cooperative education students in Jefferson County, Alabama.

It was concluded that teachers rated economic concepts as being more important than employers and advisory board members rated those concepts. Retail employers tended to rate economic concepts as being more important than rated by office employees. Respondents having higher levels of education and more economic courses tended to rate economic concepts as having a higher degree of importance.

In general, broader economic concepts such as the economic system, capitalism, and the profit motive tended to be rated as being more important than specific economic concepts. In order, the ten economic concepts ranked highest were: (1) profit motive; (2) interest rate; (3) credit; (4) money; (5) economic system; (6) law of supply; (7) capital; (8) law of demand; (9) consumer goods; and (10) capitalism.

SUMMARY

Although some states and universities have developed curriculum guides for specific programs, to better unify and position marketing education, a national core curriculum was developed. This standardized curriculum should enhance the identity of marketing education with various audiences. Based on the usage of this curriculum, additional curriculum studies could provide added insight and be utilized to strengthen specific programs.

EVALUATION

The 80's has been a time of increased accountability for marketing education. This factor has led to increased analysis of evaluation factors relative to both program success and to student success. With the escalated emphasis on evaluation results to document the personal, educational, and human resource contributions of marketing education, numerous focused research was carried out in this area. The goal was to clearly justify the necessity and continuation of marketing education programs. Evaluation data were also essential to supply and provide information necessary for program expansion while concomitantly winning support of relevant audiences.

PROGRAM EVALUATION MODELS

To further enhance evaluation in marketing education, Wubbena (1980) studied the importance of items that documented the fulfillment of established program characteristics. The results showed that fifty-seven items (19.8 percent), reflecting the following broad categories, were rated by secondary marketing education instructors as highly important to program operations: (1) having a marketing-based program; (2) effective communication and coordination techniques; (3) teacher certification and professional involvement; (4) teacher responsibilities and program resources; and (5) utilization of program evaluation techniques.

A second study area was the level of fulfillment that existed in their marketing education programs based upon the items developed to provide evidence of established program characteristics. Approximately 80 percent of the 288 evidence items were perceived as being fulfilled. The areas viewed as not being fulfilled included: (1) cooperative effort with school personnel; (2) public relations activities; (3) selection and utilization of equipment and materials;and (4) student career counseling.

The third area of analysis reviewed the differences, if any, that existed between the importance and fulfillment ratings for each evident item. Generally, ratings were higher for fulfillment than for importance. The greatest number of items receiving significantly higher importance ratings than fulfillment ratings were included within the broad categories of (1) nature of offerings; (2) physical facilities; and (3) program organization.

Finally, although differences in importance and fulfillment ratings based on differences in respondent characteristics may be attributed to chance, the following general patterns emerged: (1) female teachers perceived program administrative tasks higher in importance than did male teachers; (2) proportionately more evidence items were fulfilled as respondents gained additional years of teaching experience; (3) teachers with undergraduate degrees tended to be more task-oriented than those with graduate degrees; (4) teachers with varying academic majors tended to view certain aspects of program operation differently.

Litchfield-Worms (1980) developed a model for the evaluation of both specialized and traditional programs in marketing education. The project's review of literature contained information regarding the points of view expressed by advocates of three types of programs; of the specialized, of the traditional, and of the middle-of-the-road approaches to program planning in marketing education. It also contained identification of a specific evaluation process model with selected research tools which could be used to implement the model.

Components of the model were indicated as follows: (1) a comprehensive needs assessment: (2) the development of goals and objectives for the program; (3) the statement of criterion questions based on the goals and objectives; (4) the collection of data; (5) data analysis; (6) determining recommendations; and (7) making program improvement decisions.

Weber and others (1981) provided a model that allowed for individual evaluators to frame specific evaluation items based on a common set of beliefs (a philosophy) regarding the secondary school program for marketing education. Illustrations of domain specifications for evaluation were provided. Each followed the format: philosophical statement (skill), standard (evaluation/ test item), content domain, and characteristics of answer choice/scoring.

Steward and McGrew (1984) reported on a national study of evaluation criteria used in marketing education. This information had applications at various levels of marketing education.

SPECIFIC PROGRAM EVALUATION AND NECESSARY COMPETENCIES

To determine business people's opinions of marketing education programs and to secure ideas as to possible ways to improve the total program, Rickert (1983) surveyed employers of marketing education students in Pennsylvania. The findings of the study indicated that participating businesses were very pleased with marketing education students as employees and marketing education program implementation.

Business people were interested in becoming more familiar and more involved with the program. Many employers were not familiar with the use of training plans and training agreements. Many had never served as DECA event judges or as members of advisory committees. Some had not visited the school or had not served as class guest lecturers. The positive attitude of employers should be greater utilized in marketing education programs.

Dill (1984) compared the way in which marketing education students, their teacher coordinator, and their training sponsors rated the student's affective work competencies by utilizing the following objectives: (1) The extent of the relationship between the self ratings of students and the ratings given by their teachers coordinators. (2) The extent of the relationship between the self ratings of students and the ratings given by the training sponsors. (3) The extent of the relationship between the teacher coordinator rating and the training sponsor ratings of students. (4) The differences among the mean ratings of the students, teacher coordinators, and training sponsors.

Data analysis identified a significant difference among groups by factors. Students rated themselves higher than either of the adult groups. The following two conclusions were developed: students, teacher coordinators, and training sponsors tended to lack consistency in their rating of work related affect competencies and second, students tended to perceive themselves as more positive in their approach to work than did their adult superiors.

Romano (1986) assessed 112 marketing education programs in Pennsylvania as perceived by teacher-coordinators and by principals. The major focus of the study was to view the overall perceptions of teacher-coordinators and principals to the current state of marketing education and more specifically, to view teacher-coordinators and principals evaluations of their own marketing education programs.

The data received from the respondents reflected the strengths and weaknesses of the total marketing education programs in the Commonwealth of Pennsylvania. The results revealed that both the principals and the teacher-coordinators were confident that their programs were meeting the needs of the students and communities they served.

Richardson (1988) reviewed the status of Colorado Marketing Education programs with respect to selected criteria and standards by conducting interviews with 29 (of 30) randomly selected teacher-coordinators of secondary marketing programs.

The evaluative data were interpreted and a profile was developed that showed the extent to which the data indicated achievement of 20 standards in six categories: (1) advisory committee support; (2) cooperative component; (3) instruction; (4) planned curriculum; (5) program support; and (6) teacher-coordinator.

Nine measures were supported by this study, (1) the endorsement of standards; (2) the redevelopment of Marketing Teacher Education; (3) state agency supervision and regulation of marketing education program operations; (4) teacher in-service; (5) curriculum verification; (6) a specific needs assessment for job placement; (7) vocational guidance; (8) postgraduate job placement and/or articulation to post secondary education; and (9) of a commitment to further research in marketing education. Increased administrative support and the development of a career planning process were also called for by this research.

Lucas and Miles (1986) selected and compared twelve areas that were useful in the evaluation of state standards in North Carolina, to the established national standards. These twelve domains selected were (1) advisory committee; (2) computer access; (3) cooperative education; (4) employer satisfaction; (5) employment situation; (6) enrollment profile; (7) extended employment contracts; (8) graduate satisfaction; (9) minimum competency standards; (10) student selection; (11) total student time; and (12) training plans.

The conclusion was that all of the standards were accepted by at least 75% of all respondents. The value of these selected standards was that they revealed the strengths and weaknesses in marketing education programs on a state-wide basis and the standards could be useful for uncovered discrepancies between program operations on a state-wide basis when compared to national standards.

Savini (1986) examined marketing education in public high schools in Delaware to determine if students in the marketing education program possessed an understanding of the basic human relations principles essential for entrance into distributive positions. Also, the study was conducted to determine if students enrolled in various curriculum phases of marketing education differed in their degree of understanding of human relations principles, and to determine if selected personal variables--(1) gender; (2) class rank; (3) post-high school education plans; (4) membership in the youth organization DECA; and (5) work experience--influenced the degree of human relations understanding.

The following conclusions were generated: (1) The marketing education curriculum in Delaware was effective in providing marketing education students with human relations understanding that were essential for entrance into distributive occupations; (2) Females surveyed possessed a higher degree of understanding of human relations as compared to males; (3) There was a positive significant relationship between achievement in human relations understanding and students who planned to attend a 4-year college or university; (4) Students surveyed who planned to attend a 2-year college, enter the workforce, or enlist in the military possessed the necessary human relations understanding; (5) There was a positive significant relationship between achievement in human relations understanding and class rank and between achievement in human relations understanding and each year of marketing education instruction.

Lucas and Miles (1989a) described and utilized a methodology to facilitate the evaluation of secondary marketing education programs that compared the status of marketing education programs at the national level with a set of national program standards. It also compared the marketing education program in a selected state with the same national standards.

NEEDS

Evaluating need statements generated by the 1980 Directions Conference, Davis (1984) concluded that a model could be devised useful in assessing critical needs in marketing education for use at national, at state, and at local levels. The information gained from this assessments could be used assisting in the systematical formulation of long-range and of short-range goals for marketing education.

These findings were remarkable consistency across regions and between the two respondent groups. Rankings were determined for each region and cumulatively for both importance and subjective discrepancy. The rankings for teacher-coordinators were very similar to the rankings of the other respondent group. Only three of the 16 priority statements from the National Marketing Education Directions Conference were highly rated in this study. No leadership development statements were highly rated.

Adult Marketing Education Needs

O'Connor and Reece (1984) developed a needs assessment model to aid adult marketing education program planners in the development of adult courses that accurately reflected learners needs. The end result of this model's use would be improved training for adults employed in marketing. The five-step model was applied to department store sales personnel.

In the first step organizational commitment was obtained, in this case from the training and development director of Leggett Department Stores in Virginia. The second step was developing an instrument. Seventeen selling activities were reviewed and verified by an expert panel. Associates and supervisors both participated in a reliability test.

In the third step the population surveyed. The instrument was completed by all Leggett store employees, 260 full time employees in 10 stores, and their 33 immediate supervisors. The data were analyzed in step four using the formula $N = PS - CP$ where N was training needs, PS was the performance standard, and CP was the current performance. The final step was developing the training outline.

STUDENT ACHIEVEMENT

From data gathered from 1978-79 senior students in eight public secondary schools located in upper east Tennessee, Wilkinson (1979) studied whether cooperative marketing education senior students or other secondary senior students, had the greater understanding of general economic concepts. Samples drawn from these eight schools were divided into three groups of participants: (1) senior students enrolled in marketing education without other economic instruction; (2) senior students enrolled in marketing education with other economic instruction; and (3) senior students not in marketing education but enrolled in a course of economics prior to participating in the study.

Based on a forty-six multiple choice question economic literacy test, it was concluded that senior students having had a one-semester course in economics but who had not enrolled in marketing education displayed the same knowledge of general economic concepts as senior students who had enrolled in marketing education and had a one-semester course in economics. No evidence was found that senior students enrolled in marketing education possessed had any different knowledge of general economic concepts than senior students not enrolled in marketing education who had taken a one-semester course in economics.

Cressman (1981) examined the status of the marketing education programs in the Commonwealth of Pennsylvania. Specifically, the study was concerned with the (1) professional preparation of marketing education teacher-coordinators; (2) school and community populations; (3) school's marketing education offerings (4) physical facilities; (5) instructional activities and instructional materials; (6) school and community relationships with marketing education programs; (7) activities of the Distributive Education Clubs of America (DECA); and (8) practices concerning evaluation and follow-up studies.

Results from a total of 13,847 marketing education students and 205 program teacher-coordinators were reported in this study. The most significant aspect of 98 programs according to the teacher-coordinators was the use of the cooperative plan, with only 39 programs with combinations of both cooperative and project plans. Distributive Education Clubs of America (DECA) was another important aspect of the teacher-coordinators' program.

The average classroom size was approximately 1800 square feet. While forty-one percent of the 205 programs shared a classroom with other teachers, 117 programs had a classroom exclusively used by marketing education students.

Over 61.5 percent, or 8,516 marketing education students were members of Distributive Education Clubs of America (DECA). Of the 205 programs, 161, or 78.5 percent, participated in DECA activities. Meeting times for DECA chapters were usually during school hours.

On-the-job performances of marketing education students were evaluated in many ways by teacher-coordinators. The evaluation methods most often used, in order of frequency, were (1) employer reports at the close of the grading periods; (2) two-way conferences between teacher-coordinator and employer; (3) student observation at work and; (4) student-learner self-evaluation. In some programs alternative evaluation techniques were used such as student conferences, customer comments, and employer comments.

A final section of the findings was devoted to a summary of teacher-coordinators' comments concerning ways to improve marketing education at all levels in Pennsylvania. The four most frequently mentioned recommendations were (1) quality students should be sought through better vocational guidance effort; (2) all programs should include at least two years of instruction for Interstate Distributive Education Curriculum (IDECC), Distributive Education Clubs of America (DECA), and on-the-job training; (3) recruitment of good students; and (4) provisions should be made for all teacher-coordinators to coordinate/supervise their own students.

MASTERY LEARNING

A limited study by Whiting, Render, and DeVoe (1979) reported successful learning rates (achieved a grade of A) by between 91% to 97% of students in a marketing education course where mastery learning was the main instructional strategy.

Whiting and Render (1982) investigated both the affective and cognitive student learning outcomes of nine semesters of mastery learning. They found between 98% and 94% of students involved achieved an A grade with the highest percentage, 98%, being Marketing Education II students.

Continuing this type of research, Whining and Render (1984) analyzed the cognitive and affective student learning outcomes of 16 semesters of a mastery learning approach in teaching high school business and marketing education classes. Study results supported the hypothesis that a mastery learning strategy produced successful learning experiences for at least 80 percent of the students. Over 90 percent of the students received a course grade of A (indicating scores of at least 90 percent on every unit examination). On an anonymous teacher/course evaluation 96 percent of the students rated their total learning as high.

It was found that mastery learning required an extraordinary investment in teacher time for preparation and for grading, but was very rewarding. It was concluded that all students can and would learn if: (1) they knew what was expected of them; (2) they were taught in the learning style best suited to them; (3) they were given the individualized corrections needed to alleviate previous learning errors; and (4) they were retested to demonstrate mastery of objectives.

Utilizing this same focus, Whiting and Render (1987) concluded that mastery learning produced successful learning experiences for a very high percentage of marketing education students.

TEACHER EDUCATION

Synthesizing the critical tasks inventory developed by Crawford (1967), Berns (1979) surveyed graduates of the Virginia Polytechnic Institute and State University marketing education program, their assistant state supervisors, their local supervisors, their vocational directors, and their principals to determine the graduates' level of proficiency. The value of required and elective courses in the marketing teacher education curriculum as well as support services offered were also studied.

According to the respondent groups, it was concluded that the graduates were generally performing well in their positions as marketing educators. Student were satisfied that all elective and required courses had some value to the program graduates in their teaching preparation. They were also pleased with the support system available.

Heath-Sipos (1979) also utilized Crawford's (1967) study in an investigation of attitudes of marketing education teacher coordinators toward their preparation to perform tasks in ten competency areas. Teacher education graduates in 1976-1977 from thirteen central states who were certified marketing education teachers with at least one year of teaching experience were studied.

It was concluded that teacher coordinators perceived themselves as being adequately prepared in four areas,(1) guidance; (2) instructional evaluation; (3) instructional planning; and (4) technical knowledge. They perceived themselves as being not adequately prepared in the following six areas: (1)coordination; (2) instructional execution and instructional management; (3) program planning; (4) professional role and development; (5) school and community relations; and (6) student vocational organizations. Males tended to have a more positive attitude towards their advisors and their preparation.

Shorr (1982) utilized the graduates of the Undergraduate Marketing Education Program at Temple University from 1969 through 1979 to analyze the degree to which this teacher education program provided its graduates with the competencies needed to function as teacher-coordinators. The study also elicited the graduates' assessments of the Temple University Undergraduate Marketing Education Program and their educational and their employment patterns since graduation.

The study reviewed the graduates (1) perceived degree of preparation to be marketing education teachers; (2) the current educational and employment status of the graduates; (3) which graduates enrolled in graduate study and which graduates attained advance degrees based on gender, race, marital status, and year of graduation; (4) best sources leading to full-time employment; (5) initial yearly and current yearly salaries; (6) whether the current course offerings should be required, suggested, revised, or dropped; (7) subject-matter areas to be added to the curriculum or to receive more emphasis; (8) opinions regarding the proportional mix of courses; (9) other courses taught by the program graduates; (10) level of proficiency in marketing education competencies graduates perceived necessary to function as marketing education teacher-coordinators; and (11) level of proficiency they had achieved upon graduation.

Herron (1984) studied marketing education teacher attitudes toward their undergraduate preparation to conduct marketing education programs. The teachers agreed they were adequately prepared for their professional role, for program operation, and for teaching their content field.

Positive feedback on a teacher certification program in marketing education was reported by Peterson (1984). After completion of the program, the respondents reported the value to their further education and professional employment. If they had to repeat the experience, over 80% would still want marketing certification.

IMAGE

Campbell (1982) determined the extent the Marketing Education program was meeting the needs of Shawnee-Mission district patrons, of community businesses, and of students. Overall, it was concluded that there was a strong basis for support of the marketing education program from all participating individuals, that marketing education students did a better job for area employers than regular students, and that there were needed curriculum changes in the program.

More specific conclusions were that: (1) District patrons felt very strongly about retaining the marketing education program since the program enhanced job skills and marketability. (2) A majority of the students rated the instruction as "good" or "excellent". (3) Most working students felt that the Marketing Education program helped them develop work skills. (4) Most students felt they would take marketing education again in high school if given the opportunity. (5) Many businesses felt that participating in the marketing education program was a positive experience while most firms will continue to hire vocational students. Marketing education students received a consistently higher evaluation by participating company management personnel than non-vocational students. (6) The survey responses strongly indicated that co-op students generally had better work skills than non-co-op students. (7) All of the employers surveyed (100 percent) thought the cooperative work-study program was a useful course for students interested in business.

Foster (1982) measured and compared the image of marketing education as perceived by a sample of counselors, parents, students, teachers, training sponsors, and administrators in St. Charles County, Missouri.

The different groups rated distinctive variables more or less positively according to each population's perception of the image of marketing education. In summary, the populace represented by this study had a positive image of marketing education.

This positive image in St. Charles County, Missouri was further supported by Foster, Elias, and Smith (1983). They measured the perceptions of secondary marketing education as reported by marketing education students, parents of marketing education students, marketing education students' training sponsors, secondary school teachers, school administrators, and school counselors. Five concept areas were reviewed. These areas included (1) Distributive Education Clubs of America (DECA); (2) marketing education curriculum; (3) marketing education students; (4) marketing education teachers; and (5) marketing education work experience.

In total, marketing education was perceived positively by the six groups participating in the study but each group perceived the concepts differently. These differences indicated some confusion about the goals of marketing education as each group perceived the program based on their own experience and on personal contacts with the program.

Both marketing education students and their parents perceived the work experience as the most important and curriculum as being the least important variable. Training sponsors perceived the marketing education instructor most positive and curriculum least positive. Both school counselors and administrators also perceived the marketing education teacher as most positive while DECA was perceived as the least positive. High school teachers also perceived the marketing education teacher as most positive while marketing education students were perceived as least positive.

In another Missouri study, Reed (1985) assessed and described the perceptions of selected marketing education concepts for secondary cooperative plan marketing education programs in Missouri as perceived by senior students enrolled in a sample of the programs, of administrators of these programs, and of business people who had served as training sponsors in the communities served by these programs. In addition, this study reviewed the relationship between adherence to program standards and to the perceptions of program image on the part of the three groups studied.

It was concluded that students had the most positive perception of the marketing education program image, administrators the next most positive, and training sponsors the least positive perception of the image of marketing education programs. It was also concluded that marketing education programs of high quality were perceived more positively than programs identified as being of middle or low quality and programs identified as being of middle quality were perceived more positively than programs identified as being of low quality.

Reed and Smith (1985) also reported on the image of marketing education in Missouri. The population of this study were 70 programs that had a marketing education program with a DECA club, had a AAA (highest) rating from the Missouri Education Department, and had the same teacher-coordinator for at least three years.

The main finding was that all three groups studied, marketing education students, administrators, and training sponsors had a positive perception of the marketing education programs. Students had a more positive perception of the concepts, Students Enrolled, DECA, and Teacher-Coordinator, than do training sponsors or administrators. Both students and administrators had a higher perception of the concepts Subject Taught.

Guidance counselors in Delaware expressed a positive attitude toward marketing education according to DeJohn (1986). The counselors responded favorably to a majority of statements related to college-bound students' enrollment in marketing education courses.

SECONDARY TEACHERS' EFFECTIVENESS AND SKILLS

To view the relationship between marketing education teacher effectiveness, selected teacher characteristics, and the Georgia competency based certification field examination, Foust (1979) randomly sampled 59 marketing education instructors. The teacher effectiveness measures used in this study were student participation in DECA and student completion/placement ratios.

It was concluded that teacher performance on the marketing education content field examination did not significantly correlate with the teacher effectiveness measures used in this study. It was concluded that teacher characteristics studied did not significantly correlate with the teacher effectiveness measures used in this study.

Fritz (1989) collected data from 21 experienced marketing educators having an average of ten years teaching experience. The goal of the research was to determine the status of teachers' skills and their attitudes toward the improvement of their students' reasoning skills.

The results of data analysis suggested that, as a group, these marketing education teachers did not understand selected theories enough to implement them in their classes. For example, while 75% could implement task analysis and 65% could implement behavioral objectives, only 35% could utilize performance based instruction and only 25% could utilize Bloom's Taxonomy. Although 80% felt that marketing education teachers could improve students thinking/problem solving skills only 35% felt that a majority of their students could employ those skills.

Ninety percent of marketing education teachers prepared their exams after teaching the material. Most teachers prepared and wrote their own exams. Instructors preferred the format of multiple choice, short discussion, true/false, and essay.

PROGRAM EVALUATION

McDonald and Luft (1979) evaluated the management of cooperative marketing instruction. This information can be applied to improve program efficiency.

Scott and Chapman (1981) analyzed the Kentucky student follow-up system (1) to identify the current status of follow-up activities in business and office education and in marketing education; (2) to identify the impact of follow-up data on these programs; (3) to identify program components for which detailed follow-up can provide information to assist in program improvement; and (4) to identify specific improvements in technical knowledge and work attitudes where employers and/or students indicate a need for improvement. To perform the investigation, researchers selected a 10 percent sample of Kentucky business and office and marketing programs. They interviewed, over a one-year period, their graduates and the respective teachers and employers.

It was found that the various regions of the state did not handle the gathering of follow-up data in a standardized way. It was also found that there was a distinct difference between direct-operated programs and reimbursed programs with reference to the follow-up system activities. Direct-operated programs were more knowledgeable about the system and were more serious. Cost was a discouraging factor in the gathering of follow-up data, and negative attitudes were also identified as factors that impeded the follow-up program. Those persons who used the information gained through the follow-up program primarily used it to justify funding and planning rather than for program improvement.

It was recommended that all regions use the same procedures in collecting and disseminating the follow-up data; that both direct-operated and reimbursed programs meet the same standards for follow-up; that the state aid in the cost of the program; that all vocational teachers receive in-service education on the importance and use of the follow-up system; and that the information generated by the follow-up program be used for program improvement.

In Texas, Klewer (1982) reported the results of a study of 261 administrators and counselors. The study found the scope and purpose of the marketing education curriculum had statewide applicability and the curriculum supported respondents' ideas of goals for a marketing education program.

The following three studies were also previously reported in this section under the heading Image.

Campbell (1982) found that the marketing education program was meeting the needs of Shawnee-Mission district businesses and students. It was concluded that marketing education students did a better job than non marketing education students.

Reed (1985) concluded that students and school administrators had a more positive perception of the marketing education program than did training sponsors. It was also concluded that marketing education programs of high quality were perceived more positively than programs identified as being of middle or low quality and programs identified as being of middle quality were perceived more positively than programs identified as being of low quality.

Reed and Smith (1985) found that all three groups studied, marketing education students, administrators, and training sponsors had a positive perception of the marketing education programs. Students had a more positive perception of the concepts, Students Enrolled, DECA, and Teacher-Coordinator, than do training sponsors or administrators.

EMPLOYMENT/ECONOMIC IMPACTS

A few selected studies on employment/economic impacts were highlighted below. Additional information can be located in the Human Resource section.

Stone (1983a) examined the causal relationships between students' background characteristics, participation in secondary marketing education, and socioeconomic attainment seven years after graduation. The results suggested that participation in secondary marketing education and in cooperative education were positively associated with higher job status attainment in marketing.

Stone (1984b) later explored the relationship between participation in secondary marketing education and economic attainment after high school by using two subsamples of the National Longitudinal Study of the High School Class of 1972. The first sub-sample was of 1,118 students identified as marketing education students and the second sub-sample was of 3,500 workers employed in marketing-related occupations in 1979.

The results showed that both marketing education participation and cooperative education participation had positive, significant relationships with job status attainment in marketing. Also positively affecting job status attainment in marketing were (1) being male; (2) obtaining higher education; (3) mother's educational level; (4) higher grade point average; and (5) the size of the community where the respondent went to high school. No effect was found for race.

Specifically, the study sought to develop a model of economic attainment, (i.e., job status attainment, unemployment, and wages for secondary marketing education students). It was concluded that participation in both marketing education and cooperative education enhanced the attainment of job status in marketing. However, the model created in the study showed that 86 percent of the explanation of the variance in job status attainment in marketing came from factors outside the model. Thus, marketing education and cooperative education explained only a small part of this complex process.

Fritz and Robertson (1985) found that marketing education teachers in North Carolina expressed a higher level of positive attitude towards business than did senior marketing education students. Students reported a more favorable attitude towards business based on both their classwork and their personal work experience. It was concluded that marketing education programs had less influence on developing student's opinions about business that immediate family members and experiences from work.

Williams and Trussell (1986) conducted a longitudinal study of 100 Alabama marketing education graduates from the class of 1972 that covered employment status, earnings, and relationship of training to current job. Findings indicated that over 89 percent of graduates were employed full time in 1982 and over 71 percent had jobs related to their marketing training.

The goal of Stone's study (1988) was to determine the relationship between participation in marketing education and the development of career aspirations, work attitudes, and academic achievement. The conclusion was that high school vocational experience had not influenced occupational aspirations for marketing education students.

CURRICULUM

Schilling (1981) examined the policy process as it related to the development of curriculum materials within the Interstate Distributive Education Curriculum Consortium (IDECC). The study had three main objectives. The first objective was to describe, analyze, and interpret the policy process as perceived by experienced administrators and teaching faculty. The second objective sought to ascertain the type of involvement that each level of participant had and the type of interactions that took place within the various stages of the policy process. The third objective attempted to identify strengths and weaknesses of the policy process.

Data showed that the majority of respondents were well satisfied with the structure, management, and current products of the IDECC consortium. The executive director, the curriculum specialists, and the IDECC state representatives, were identified as key personnel who largely determined the success of the consortium. The policy and decision-making process was found to be a remarkably open and informative process.

Gildan and Buckner (1981) developed a model for equipment selection in marketing education that was required for the development of skills or competencies needed to perform in three program areas. These three areas were fashion marketing, retail floristry, and food distribution.

Validated competency statements and task lists from IDECC and V-Tech were matched to equipment lists determined from industry and from education input. After interviews and a questionnaire, equipment list were generated into a priority order based on respondents perceived need for and usage of the item.

ADULT MARKETING EDUCATION

Reece and Horan (1981) evaluated the program results of Operation 1000, developed to improve the quality of Virginia's adult marketing education programs, to increase adult enrollment, and to provide secondary teacher-coordinators with an opportunity to teach rewarding adult classes.

Evaluation forms completed by students at the end of the course indicated that the Operation 1000 course was viewed as effective. Almost 90% rated the instruction as good or excellent and would recommend the course to others.

At the end of the third year of this project, 26 secondary marketing educators who had taught an Operation 1000 course in their community were studied. Eighty-five percent agreed that adult learners in Operation 1000 courses seemed to find the instruction helpful while 81% agreed that teaching this course helped them acquire information useful in their secondary instruction.

The major conclusion were that the prepackaged course, Contact: Making Positive First Impressions, had been viewed as effective by a large majority of completers. Yearly increased enrollment showed that this course was meeting an existing training need. Teacher-coordinators who instructed one or more Operation 1000 course indicated receiving a number of personal and professional benefits from their involvement.

A summary conclusion was that the marketing concept should be focused on in adult marketing education since it provided a valuable alternative to traditional adult education delivery systems that relied on locally developed courses.

EDUCATION IMPACT

To measure the impact of marketing education on the acquisition of educational credentials, Stone (1985a) compared the results of three studies of marketing education students and their acquisition of post-high school education. Two studies used the sample selection criteria of school or of student classification. It was concluded that there was a negative relationship between marketing education and educational attainment.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

Nelson (1980) analyzed the opinions of two groups, marketing education state administrators and business and office education state administrators about issues in business-related student organizations. The importance of issues in determining the effective operating procedures in marketing education and business and office education were highlighted.

The following conclusions were reported: (1) A criterion to be used in program evaluation by state departments was the sponsoring of a student organization. (2) State Departments were responsible for organizing conferences and competitive events. (3) State administrators were concerned about the support they received from state departments in the form of hiring personnel and providing support services. (4) The competencies needed to be a local chapter advisor should be incorporated into teacher preparation courses. (5) The major complaint about competitive events was subjectivity which allows biases by judges.(6) DECA's reorganized participatory events were better accepted than the written events which were considered too difficult for most students. (7) The existing organizational structure in all business-related student organizations was preferred, although there was a slight tendency toward reorganizing to a regional structure in DECA.

Rogers (1981) viewed the connotative meaning of selected concepts used in DECA as perceived by second year high school DECA members and chapter advisors in Arkansas and compared these on three semantic dimensions. This study reviewed how positive the perceptions were of the concepts for each group and the extent to which the two groups agreed. It was concluded that DECA members and advisors generally expressed positive perceptions regarding each of the concepts; however advisors attitudes were more positive.

The second area of study was the meanings of the concept on each of the evaluative, of the potency, and of the activity factors for each group. A comparison was then made of the two groups. It was concluded that the high degree of association of the real orders between the perceptions of the concepts by the two groups indicated that both groups were applying the same criterion in ranking the concepts. Differences occurred, however, when each of the three factors were analyzed separately.

The final area of study viewed the semantic similarity (relative meaning) of the concepts for each group. In terms of concept clustering in semantive space by advisors, the concept "Chapter Members" anchored the cluster while the central concept for students was "Competitive Events"

Smith and others (1982) sought to ascertain the congruency between the interests of members of (VSO) Vocational Student Organizations and the goals and activities of five secondary vocational student organizations in Missouri. The organizations that were studied included Distributive Education Clubs of America.

Student-members and teacher advisors perceived VSOs as meeting goals judged common to all organizations. Student members did not perceive all VSOs individually as meeting all goals common to every organization. VSO activities were perceived as congruent with interests of a majority of members.

In a continuation of their previous work, Smith and others (1984) conducted a study to determine the goals of five organizations for high school vocational students and the extent to which local clubs were meeting these goals and developing affective skills and leadership abilities through appropriate activities. Survey questionnaires were developed and administered to many local chapters of VSO's including Distributive Education Clubs of America (DECA). This report summarized separately the findings of each of five surveys which, in general, found the clubs instilled leadership qualities in their members and conducted activities that were acceptable to their members.

Zentz (1984) assessed the effectiveness of the state-work leadership training program for selected marketing education students and documented the perceived role of that training in the student's life after high school.

The 74 Maryland state DECA officers from the academic years 1974-1975 through 1981-1982 were polled to obtain information pertinent to the hypotheses. The data provided evidence that leadership training and experience during high school was attributed to continued participation in leadership activities in higher education, in work, and in community activities. Respondents attributed their leadership training at state and at regional conferences as most influential in their continued involvement in leadership roles. Sixty-one percent of the respondents had held supervisory-level positions.

To evaluate if DECA was attaining its goals and analyze the quality of activities, Smith, Stewart, Mihalevich, and Ehlert (1985) studied the perceptions of members, officers, and advisors. A random sample of local DECA chapters were selected for this study.

Generally, Missouri's DECA advisors, officers, and other members perceived that the goals of DECA were being met in their chapter. DECA officers' perceptions of goal attainment were consistently higher than other DECA members. It was concluded that those members who provided leadership exhibit a more positive view of the accomplishment of DECA chapter goals that did other members. All members held similar perceptions regarding the quality of the DECA activities.

McNelley and Searle (1988) in a study of 38 states, found state officers of secondary Distributive Education Clubs of America (n=142) expressed a high degree of satisfaction with the benefits of participation and 99% stated they would run for office again.

The typical state DECA officer was (1) female; (2) 18 years old; (3) white; (4) from a high school which enrolled 1501 to 2000 students; (5) from a home community of 10,000 to 49,999; and (6) had earned a GPA of 3.17 on a 4 point scale. Seventy percent reported their chapter advisor had the greatest influence in encouraging them to run for state office.

Being an officer further encouraged most students to attend college, and of those who had not intended to attend college, 77 percent changed their mind and did plan to seek a college degree. A large majority increased their interest in school.

Support for personal and professional growth efforts of being a state DECA officer were found in this research. Officers indicated a strong agreement regarding their knowledge and skills developed in the areas of leadership development, vocational understanding, civic consciousness, and social intelligence.

In a study of Texas superintendents and principals, McComas-Norwood (1988) reported that 82% of the respondents felt that DECA was effective. Only 10% felt DECA was ineffective. Fifty percent of the superintendents (23 of 46) and seventy-three percent (45 of 62) of principals reported that DECA chapters operated in their district/school.

SUMMARY

In summary, the results of these studies have concluded that marketing education appeared to be successful and to have a positive impact on student achievement, on student employment, and on students' economic attainment. Marketing education also appeared to be successful based on teacher preparation and professional development. DECA has also had a strong influence on students' personal development and leadership skills.

GUIDANCE AND COUNSELING

The position of a marketing education instructor has continued to be dynamic and multi-faceted. Whether at the secondary level, postsecondary level, or at teacher education institutions, our providing guidance and counseling has remained a critical factor in our students' future success.

Although a large body of research and information related to educational guidance and student individual and career counseling was available, marketing education had not published much applied research in this area. One study was located related to secondary student guidance.

GUIDANCE COUNSELOR ATTITUDES

DeJohn (1986) investigated the attitude of secondary school counselors in Delaware toward marketing education courses for college-bound students. The 102 respondents held an overall positive attitude toward marketing education courses for college-bound students. The counselors responded favorably to a majority of the statements related to college-bound students' enrollment in marketing education courses.

This result was important because guidance counselors have played a key role in guiding students into or out of certain electives. As schools have increased their graduation requirements, some elective courses have been reduced or eliminated. Having a guidance counselor as an ally worked concomitantly with marketing education student recruitment would be an asset to program success.

SUMMARY

In summary, guidance counselors studied appeared to support marketing education courses for college-bound students.

HUMAN RESOURCE

Since its beginnings, marketing education has continually played an important human resource development role in preparing workers for positions in and advancement in marketing careers. Since marketing occupations have continually been a significant source of employment in our economy, numerous employment opportunities should continue to be available and to be accessible to trained workers in marketing.

Through this 1979-1989 time period, marketing education has published research studies specifically geared to human resource needs. Other research has been generated related to specific marketing competencies necessary in marketing education curriculum and in marketing education instruction required in the occupational preparation of students. These studies were reported in the Curriculum and in the Instruction sections of this report.

The research studies reported in this section focused on four areas: industry information and employment, assisting business in the training and development of their employees, human resource skills, and human resource-related outcomes of marketing education enrollment.

The number of research studies in this area could have been influenced by readily available information on employment and human resource needs generated at the federal, state, and local levels for use in marketing education program planning. Although these government sources of information were available, Stein (1987) found in a study of business people that anticipated job available data differed from job availability data listed by the Pennsylvania and New Jersey Departments of Labor.

INDUSTRY INFORMATION AND EMPLOYMENT

Maxwell and O'Hare (1979) gathered information from firms and business people regarding distributive occupations and concluded that new skills, new knowledge, and new capabilities were needed by marketing workers.

Hogue (1979) studied new and emerging jobs in marketing education with input from business and from marketing education coordinators. From the study, over one hundred marketing jobs were identified as new and emerging.

In general merchandising occupations, Shell (1979) identified entry level computational skills by gathering input from employees in Columbus, Ohio, Louisville, Kentucky, and Nashville, Tennessee.

Jaffe and Others (1982) identified new and emerging technological advances expected to influence various vocational fields. A description of the technology expected to impact distributive/marketing occupations was also included.

Pettigrew (1981) acquired data to compare and contrast present (1981) and future (1982-1985) employment opportunities in Mississippi to postsecondary marketing education program graduates in the state. He found that there were employment opportunities for graduates of general programs in all 13 junior college districts and employment opportunities for graduates of specialized programs in 15 OE code areas.

Utilizing Nebraska food service and general merchandise training sponsors, Price (1981) ascertained the attitude towards employing students with visual impairments or with hearing impairments. He found that training sponsor's attitude more positive toward employing the hearing impaired than employing the visually impaired. This was based on major alterations in operational procedures and physical facilities necessary for the visually handicapped.

Price also studied the specific entry-level positions in which the visually impaired or hearing impaired could work. He found that employers preferred to employ the handicapped in entry-level positions that involved very little or no customer contact.

Employee Development

Stein (1987) reported that business people in New Jersey and Pennsylvania were not sure if high school and vocational school training in marketing education was sufficient to meet their need for qualified employees. More than half of the respondents rated skills in oral communications, in human relations, and in sales as needing improvement.

A large number of anticipated full and part time positions were expected to be sales-oriented in general merchandise-retailing area. A large number of anticipated part time positions were expected to be in fashion, in jewelry, and in shoe merchandising.

ASSISTING BUSINESS IN TRAINING AND DEVELOPMENT

Husted (1984) analyzed private sector training and development in marketing provided for marketing and service industries employees. Based on the dollar amount targeted, number of people trained, and time spent on training, the five areas of (1) customer relations; (2) management skills; (3) supervisory skills; (4) sales training; and (5) communication skills were the highest rated training needs.

The most common type of training desired by marketing and service related industry was "generic" courses which could be taught in any industry. Sales courses were in high demand by respondents from finance and credit, real estate, and insurance. In-house training needs were primarily in customer service, in management, or supervisory related. Sales training, communication skills, and technical skills were also rated as important training needs.

Although marketing and service related industries utilized a variety of training delivery systems, business and industry itself was the highest rated as most often used. Secondary marketing education was rated as the best place to receive entry level marketing and service-related skills.

Of interest, almost 54% of the respondent indicated they would not use adult marketing education personnel from their community for training as it was against company policy or it duplicated existing offerings.

These above findings was interesting in light of Price's (1984) research that found a large portion of the business community had limited and/or inaccurate knowledge about marketing education. If marketing education met the adult training needs of industry, recognition of marketing education as a viable training program would emerge.

It was recommended that at the local level an eight step plan be utilized to assist employers. The eight steps included:
(1) establish and use advisory committees; (2) build alliances;
(3) assess training needs; (4) identify instructor/consultant;
(5) develop course/service; (6) organize and deliver; (7) evaluate/followup; (8) revise. Building alliances served as a mechanism to foster a continued and meaningful dialogue with the business community.

In a later study, Price (1985) concluded that most local merchant associations did not have the resources needed to provide requested services and were receptive to assistance from outside sources. This could possibly lead to collaborative efforts between merchant associations and marketing education.

Support for assisting small business owners by marketing education appeared to be limited according to Price (1987). He found that data collected in this area were lacking and the adult component of marketing education was being deemphasized.

Worms and Worms (1989) profiled characteristics of Kentucky's marina industry with the goal of developing an educational program to promote understanding of the information by marina operators.

The respondents provided information on product and service preferences, media choices, and related psychographics. Marina operators exhibited strong interest in the market data and in attending a four part educational program to enhance marketing competencies.

HUMAN RESOURCE SKILLS NECESSARY IN MARKETING

Reece and Heath-Camp (1983) analyzed microcomputer applications in small marketing firms. They gathered information from three business groups, apparel and accessories, hospitality and recreation, and food marketing. The main goal was to study business transactions and business functions that were performed with microcomputer software as well as the importance and frequency of each function.

It was concluded that few small business owners owned computers. The common function performed by 50% or more of small business owners were in six areas. These areas were in (1) accounts payable; (2) accounts receivable; (3) expense records; (4) general ledger reports; (5) inventory; and (6) payroll.

Using the DACUM technique, Zelinko (1986) identified eighteen general duty areas (job functions) and 130 skills/behaviors/tasks required by small business owners/entrepreneurs. Although there was consensus on the duty areas and tasks performed, they were not in agreement on the majority of tasks for the degree of difficulty designed for learning or the frequency each task was performed in their business.

Stone and Wentling (1988) sampled 400 Wisconsin business owners and 200 potential entrepreneurs. Their research identified the relationship of personal characteristics, motivational factors, and decision to start a small business. It was concluded that successful potential entrepreneurs differed from unsuccessful business owners in terms of personal characteristics and perceived unavailability of financial support.

Littman (1988b) found that business people placed the highest importance and emphasis on Human Resource Foundations for secondary marketing education instruction. They agreed that curriculum at the secondary level should focus on (1) promotion; (2) product/ service planning; (3) selling; (4) marketing information systems; and (5) pricing topics.

These studies pointed out the need for marketing education to better prepare students for a changing workplace that required new skills for career success.

HUMAN RESOURCE OUTCOMES OF MARKETING EDUCATION ENROLLMENT

Secondary

Gleason (1979) studied 364 graduates of marketing education programs in Ohio to view the impact of certain program variables had on a career in marketing. The program variables used were DECA participation, proximity of the program to a large city, specialization in admission process, and type of school.

Other variables investigated were gender, relationship of the cooperative training experience to the student's occupational objective, and the student's expressed occupational objective. It was concluded that students who had a career objective and were active participants in DECA were likely to enter marketing occupations.

Stone (1983b) utilized the National Longitudinal Study of the High School Class of 1972 and found that participation in marketing education programs had a positive impact on marketing employment. The proportion of marketing education participants employed in sales occupations was higher than expected in six of seven years studied. In four of the seven years, there was a higher proportion of marketing education students employed. In the initial four years, marketing education students were employed in higher proportions in managerial positions.

Higher job attainment in marketing was associated with (1) higher educational attainment; (2) being male; (3) marketing education participation and cooperative education; (4) higher grade point average; and (5) higher levels of mother's education.

This supported Stone's (1983a) conclusion that participation in secondary marketing education and in cooperative education were positively associated with higher job status attainment in marketing.

Continuing with this area of research, Stone (1984b) explored the relationship between marketing education participation and economic attainment (i.e. job status attainment, unemployment, and wages for secondary marketing education students) after high school. The results showed that both marketing education participation and cooperative education participants had positive, significant relationships with job status attainment in marketing. Factors that also positively affected job status attainment in marketing were being male, obtaining higher education, higher grade point average, mother's educational level, and the size of the community where respondent attended high school. Only a small component (14%) could be accounted for by this model.

Frank (1984) found differences between the work values of secondary school seniors from a marketing education cooperative work experience program with those students not in the program. The study utilized gender, hours worked, and program status. The work values assessed were achievement, altruism, associates, creativity, economic returns, esthetics, independence, intellectual stimulation, management, prestige, security, surroundings, supervisory relationships, variety, and way of life. The demographic-biographic assessed were age, allowance received, chores done, class rank, number of siblings, person(s) with whom they resided, parent's education and occupation, school absences, sibling order, payment for chores, times tardy, and post high school plans. Students from marketing education program scored higher on work values.

The impact of marketing education on employment in marketing was reported by Stone and Reece (1985). A positive employment outcome was reported for marketing education students.

Employment results reported by Williams and Trussell (1986) indicated that over 89% of graduates from Alabama marketing education programs were employed full time in 1982. Over 71% of these students had positions related to their marketing training.

To develop a theoretical and philosophical approach to the contributions of marketing education to business and society, Stone (1987a) developed a model that utilized human capital theory and social attainment theory.

Stone (1987b) later applied this human capital theory (individual's investment to enhance productivity and earnings) and social attainment theory concluding that marketing education programs were a student's link to the labor market. There was a high percentage of marketing education graduates employed in marketing-related positions and the majority of graduates reported no unemployment in the past year.

In a Michigan study, Quinn (1988) found that marketing educators perceptions and opinions concurred with various field authorities regarding the importance of mastering basic academic skills in preparation for the school to work transition.

MARKET EDUCATION'S HUMAN RESOURCE CONTRIBUTIONS TO BUSINESS

The conclusion that marketing education at the secondary level made important contributions to business was supported with related research on graduates and employers completed in Minnesota by Stone (1989a), research in Illinois by Haynes and Wray (1989), and with Texas research completed by Moorman (1989). An analysis of these studies on the contribution, perceptions, and value of marketing education was reported by Schwartz (1989).

To better clarify the perceived value of secondary marketing education to program graduates and employers, collaborative studies were carried out in Illinois, (Haynes and Wray), in Minnesota, (Stone), and in Texas (Moorman). There were two common objectives for the studies. The first objective was to determine if graduates believed their marketing education participation was valuable to their careers and to their educational goals. The second objective was to determine if employers believed that employees who had participated in marketing education were better prepared for marketing careers than those employees who did not participate in the program.

The graduates' questionnaire contained 31 questions in three sections. These sections were marketing education experience, work activities, and relationship between job and education. The employers' questionnaire contained 14 questions that asked employers to (1) compare marketing education graduates with other employees based on attitudes and work habits; (2) knowledge of marketing and economics; (3) quality and quantity of work; and (4) the extent they actively sought marketing education graduates.

Haynes and Wray (1989) studied graduates from 1983 to 1988 of Illinois secondary marketing education programs. Seventy-one percent of the graduates had completed one or two semesters of high school marketing education while 22% completed between three and four semesters.

They found most of the respondents reported their marketing education participation made them more competent than those without that program experience, allowed them to develop specific marketing competencies, and was looked upon favorably by their employers. They reported a positive relationship between the knowledge gained in marketing education and their job performance. They were also satisfied with their marketing education experiences, they felt related jobs were available, and they would enroll in a marketing education program again.

Graduates who had earned at least one promotion had a more positive view of marketing education than those who had not been promoted. Those graduates who had been promoted and were in a marketing occupation viewed the program benefits more positively.

Stone (1989a) studied graduates of secondary and postsecondary programs in Minnesota and reported that 50% of secondary students viewed their marketing education experience as valuable in obtaining their current employment. The majority of respondents indicated that their employers valued their marketing education participation. They perceived the usefulness and the contribution of marketing education in the preparation for their current position and rated themselves as more competent than others without the same background. The majority of graduates also reported that they had the necessary qualifications for marketing positions that were available.

Moorman (1989) studied 1983 to 1988 graduates from Texas secondary marketing education programs. The graduates reported that their employers perceived marketing education program as very beneficial. Participation in marketing education helped them to obtain their current position, made them more competent that non-marketing education students, and provided them with specific skill utilized in their present position. Graduates indicated that their marketing education participation was useful in preparing them for their current employment. They also reported that they would enroll in the program again.

Overall, these three studies concluded that in selecting a job, marketing education graduates indicated that (1) salary; (2) benefits; (3) job security; (4) job qualifications; (5) the opportunity for advancement; and (6) work location were important factors. The majority of graduates were satisfied with their current marketing position and planned to remain in the position for at least one more year.

Nearly two-thirds of the graduates reported participating in advanced training through postsecondary education (full or part time) or in employee-sponsored programs. Students perceived enhanced career success from a completed two year or four year college degree. The majority of graduates reported no unemployment. The average salary for a majority of graduates was under $12,000 per year.

Employers agreed that the quality and quantity of marketing education program graduates was above average as compared to other employees. Most employers indicated that marketing education graduates required less training, had a better work attitude, demonstrated above average work habits, and exhibited a more positive self-concept that those employees with no marketing education background.

Employers also perceived program graduates as having a better understanding of marketing, business, and economics, and as having better problem solving skills than other employers. Thus, the majority of employers reported actively seeking graduates of marketing education programs to fill job openings.

Moorman and Stone (1989) research supported the conclusion that marketing education programs at the secondary level was making important contributions to businesses and to society in Minnesota and in Texas.

Postsecondary

Himmelstein (1984) concluded that students employed in marketing education believed their two year community college program assisted their job advancement. Over 51 percent of students reported their community college program helped them to obtain a better job, to gain a promotion, and to receive a higher pay rate.

In another component of the study listed above, Stone (1989a) found postsecondary graduates as compared to secondary students placed more importance on earnings, benefits, and job security. They were also more likely to be employed full time in a marketing-related position and to be earning more money. Finally, postsecondary students were more likely to perceive a positive relationship between program participation and current employment.

Graduates with the highest annual salary were more likely to have participated in postsecondary marketing education, were male, were employed full time, and had been a state DECA officer. Graduates with the highest salaries reported the highest job satisfaction. Postsecondary education and active DECA involvement were the two strongest indicators of graduates' positive perception of the relationship between their marketing education program and their current employment.

Moorman and Stone (1989) research supported the conclusion that marketing education programs at the postsecondary level was making important contributions to businesses and to society in Minnesota and in Texas.

SUMMARY

In summary, marketing educators must prepare graduates for a changed workplace by offering preparations for new occupations with new skills. These studies concluded that marketing education has made a positive contribution to human resource needs in this country. The students who have participated in marketing education programs have gained marketing-related employment, personal advancement, and have made positive individual contributions in support of our economy.

Marketing education graduates have appeared to be more successfully prepared that non-program graduates to meet human resource needs in marketing. Employers have been pleased with marketing education students.

INSTRUCTION

Many students have enrolled in marketing education because of the instructional content, of the instructional material and of the instructional strategies utilized. Both applied classroom and individual instruction has been a strong point in the practical nature of marketing education.

The research studies in this section focused on seven areas: instructional strategies, postsecondary instruction, instructional technology, instructional materials, basic skills, special populations, and DECA.

INSTRUCTIONAL STRATEGIES

Learning Activity Packets/IDECC Materials

Roberson (1979) reported that 54% of teachers studied in 30 states were actively utilizing Learning Activity Packets (LAPS). LAPS consisted of pretest, objectives, learning activities, handouts, and posttest. The instructor acted as the learning manager and students worked at their own pace.

Parker's (1979) study concurred by reporting marketing education teachers held generally positive attitudes towards LAPS. It was also concluded that there was a need for additional training for teacher in order to improve the effectiveness of LAPS. Since utilizing LAPS created new instructional roles for teachers as learning managers, diagnosticians, and tutors, additional training would have a more positive student impact.

A slightly positive attitude towards IDECC was found by Holup (1980) in his study of marketing education teachers, of marketing education state supervisors, and of marketing education teacher educators. There was also a positive attitude towards competency-based instruction.

Simon (1980) found that the use of IDECC material led to significantly higher scores by marketing education students on Pennsylvania's DECA competency-based competitive events in Apparel and Accessories.

Clay (1980) examined the relationship between 12 selected variables and the degree to which IDECC learning activities packages (LAP) were implemented in marketing education programs in Georgia. The sample included 46 marketing education teacher-coordinators.

To more effectively predict the implementation of IDECC learning activity packages four factors were reported. These variables accounted for 43 percent in score variance for implementation of IDECC learning activity packages. These factors were (1) perception of administrator towards LAPS; (2) level of education; (3) total years teaching experience; and (4) per pupil expenditures.

McCoy (1981) compared the effects of learning through the use of two instructional methods, a teacher-developed individualized learning package and the traditional lecture/discussion method. Differences in achievement and attitudes of forty-eight 11th grade Marketing Education I students in Dover, Delaware over a sixteen week semester were measured. Five learning packets were chosen to study; Advertising, Color in Advertising, Creating an Advertising, Career Planning and Human Relations.

The main conclusion of this study was that the teacher-developed learning packets were more effective for learning Marketing Education I. The data showed that using learning packets significantly increased achievement gains for students who utilized them in Advertising and in Human Relations. Students' attitudes were favorable toward using LAPs as part of instruction.

Specific Instructional Techniques

Roberson (1979) ranked twenty teaching methods as utilized by 317 cooperative marketing education teachers-coordinators from 30 states. The most highly rated methods based on frequency of use were (1) lecture/discussions; (2) group discussions; (3) lecture; (4) question and answer; (5) demonstrations; (6) projects; and (7) simulated business activities.

Kaufman (1980) measured the difference between the use of behavioral based objectives and a traditional instructional strategy in the teaching of a Merchandising Math unit in a marketing education course. It was concluded that utilization of behavioral objectives in teaching merchandising math did not significantly improve the learning skills of the students tested.

In a national study, Holup (1980) reported positive attitudes of teachers, of state supervisors, and of teacher educators toward training plans. Training plans were found useful in planning instructional material and for on-the-job activities.

In Alaska, Madison (1982) tested the simulation Jefferey's Department Store vs a "traditional" instruction method to compare achievement (knowledge gained) and attitudes. The results found little evidence that the use of the simulation led to significant achievement or to significant attitude changes.

To determine if self concept, human relations skills, and work attitudes of secondary cooperative marketing education students were improved, Meyer (1982) used the Zig Ziglar "I Can" program. An experimental group and a control group were selected.

The experimental group consisted of 38 students from three high schools. The experimental group received the "I Can" program over a six week period while the control group used cognitive-oriented manuals to address the same objectives. Treatment group mean gain scores were greater on each dependent variable but statistically significant for work attitudes.

It was concluded that the "I Can" program was effective in improving work attitudes of marketing education students. It was also concluded that the "I Can" program was not effective in significantly improving marketing education students self concept or their human relations skills.

Meyer and Newman (1988) analyzed the effects of a commercial self-improvement program on the work adjustment skills of cooperative marketing education students. In this experimental study with marketing education students from six Georgia high schools, four segments of Zigler's "I Can" program, Your Self Image, Your Relationship With Others, Attitude, and Work were utilized with an experimental group. The control group used Human Relations in Marketing, a cognitive-oriented manual.

The instruments employed in this study were the Tennessee Self-Concept Scale (TSCS) and the Employer Rating Scale. The results supported the hypothesis that human relations skills can be affected by a training program. The evidenced showed that Zigler's "I Can" program does provide the necessary experiences to enable marketing education students to change both their human relations skills and work attitudes in a positive direction. The significance of these results was enhanced by the fact that they reflected employers' reported perceptions of gain or lack of gain. This suggested that both human relations skills and work attitudes improved through participation in the "I Can" program have been evident in the workplace.

Time on Task

After reviewing and observing various vocational programs, Halasz and Behm (1983) reported that marketing education classes exhibited the lowest level of student time on task.

Mastery Learning

As previously reported in detail in the Evaluation section, a limited study by Whiting, Render, and DeVoe (1979) tested the hypothesis that the implementation of a mastery learning approach in teaching marketing education would produce the 80% successful learning evidenced by mastery learning's result with in the finite and/or hierarchically organized subjects.

This study reported successful learning rates (achieving an A grade) achieved by between 97% to 91% of the students involved. This one semester study was completed by a student teacher with a sample of 53 students.

Whiting and Render (1982) investigated both the cognitive and affective student learning outcomes of nine semesters of a mastery learning approach in teaching business and marketing education. Using results from 1,279 students they found that between 98% and 94% of students achieved an A as a final grade. The highest percentage, 98% who earned an A grade, were Marketing Education II students.

It was noted that enrollment in the mastery learning courses had steadily grown. Ninety-nine percent of students felt they were going to receive the grade they deserved while 98% of students rated their total learning experience very highly.

Later research, Whiting and Render (1984) supported the hypothesis that mastery learning produced successful learning experience for marketing education students.

Utilizing the same focus, Whiting and Render (1987) concluded that mastery learning produced successful learning experiences for at least 80% of students. This conclusion was based on an investigation of cognitive and affective student learning outcomes of 16 semesters of business and marketing education courses.

These studies reinforced the concept that all students can and will learn if they knew the material that was to be learned, were taught utilizing their appropriate learning style, and were provided with the individualized assistance to mediate previous learning problems.

POSTSECONDARY INSTRUCTIONAL STRATEGY

Heath-Camp and Williams (1982) used a quasi-experimental research design involving 244 students in two levels of treatment: the postsecondary IDECC teaching approach and the postsecondary traditional teaching approach.

As expected, student's ability score increased on the posttest. It was concluded that the general mental ability of the postsecondary students was an important consideration no matter which teaching approach was received by the students.

The findings indicated that students with under two and a half years of related work experience achieved more when they learned by the traditional teaching approach. Students with over two and one-half years of related work experience achieved more when they learned using the IDECC approach.

INSTRUCTIONAL TECHNOLOGY

Through a study of post-secondary and of secondary marketing education teachers, Sheeks (1982) reported on the availability of audiovisual and computer assisted instructional hardware available for instruction, identified instructional topics in which instructors utilized audiovisual and computer assisted instructional material, and obtained teacher's judgements on the adequacy of present audiovisual and computer assisted instructional material on meeting their instructional needs.

The findings of this study provided potential authors and publishers of audiovisual and computer assisted instructional material with the highest areas of instructional need for new and for improved media materials.

Using marketing education majors at Virginia Tech, Berns and Bowman (1984) evaluated the effectiveness of instruction on cognitive outcomes (knowledge about the activities) and on two affective outcomes (attitude toward activities and confidence in using activities in class). They studied the effectiveness of seven instructional modules related to DECA supplemented by instructional television. The seven DECA co-curricular activities shown via television were (1) Initiation of New Members; (2) Installation of Officers; (3) Officer Training Conference; (4) Leadership Training for Presidents and Vice Presidents; (5) Chapter Business Meeting; (6) Professional Chapter Meeting; and (7) School Store.

They concluded that the instruction was found to be effective in increasing both students' knowledge and their confidence. Television-supplemented instruction produced significant and practically important gains in pre-service marketing education teachers' knowledge about and confidence in using DECA co-curricular activities. This was not true, though, in relation to attitude.

Berns (1985) later reported the effectiveness of using seven instructional modules supplemented by instructional television. This use of modules supplemented by instructional television as instruction was found to be effective in increasing both knowledge and confidence. There was no major increase reported in student attitudes towards the subject.

Saenz (1988) compared three teaching methodologies in Marketing Education Coop I. The three methods utilized to present overcoming customer objectives in a selling situation were the independent study method, videotaped lecture method, and videotaped lecture with class discussion. The random sample consisted of 39 classes with 12 students in each class for a total of 468 students.

It was concluded that the videotaped lecture with class discussion ranked the highest, the videotaped lecture was second, while the independent study strategy was the lowest rated.

Microcomputers

Heath-Camp (1984) trained forty teacher education students to perform selected computer functions in inventory control and daily transaction. The skill level for students working with an inventory control program on the microcomputer increased.

In viewing the student's attitude toward their microcomputer training, attitude measurement scales revealed more positive attitudes towards working with a microcomputer.

Djooya (1986) reviewed the perceived attitudes of vocational administrators, vocational office education teachers, and marketing education teachers in Texas. It was found that all three groups had positive attitudes toward using microcomputers. Teachers indicated that they considered microcomputers very useful for computer-assisted instruction and for support services.

In-service training of teachers was recommended in the areas of use and benefits of computer-assisted instruction, the teacher's role in computer-assisted instruction, and strategies in using computer-assisted instruction to develop occupational skills.

INSTRUCTIONAL MATERIALS

According to Roberson (1979) the average yearly instructional materials budget was $657. In research with marketing education teacher coordinators, the top four texts in the composite of four categories were Retailing Principles and Practice by Richert, Meyer, Haines, and Harris; Retail Merchandising by Wingate and Samson; Marketing and Distribution by Mason, Rath, and Ross; and Fundamentals of Selling by Wingate and Nolan. These results were gained by a ranking of 110 marketing education publications in relation to their usage by secondary marketing education teachers.

Sanders (1985) studied the extent Georgia's marketing education teachers utilized publications such as magazines, journals, and other materials in their instructional programs. It was concluded that Georgia's marketing education teachers had not used publications in large numbers. Few teachers reported using more than five publications while many used no publications in their classes. The publications used were most often a component of a student assignments. The highest rated publications were the Business Section of the local newspaper and Business Week.

The publications were often assigned to students as reading assignments, as resources for reports, as enrichment activities, and as extra credit. A comparison of the readability level of the publications showed the reading levels of the publications tended to be somewhat higher than the reading levels of the students.

BASIC SKILLS

Quinn (1988) gathered data from Michigan secondary marketing educators to measure who (vocational education or general education teachers) should teach basic academic skills, the extent they taught basic academic skills in communication and math, and their engagement in certain instructional strategies that related to heightened student awareness and acceptance of basic skills training.

The four major findings of this study indicated that respondents believed that teaching basic academic skills should be a joint and shared responsibility of both general education and vocation teachers, the majority of respondents did teach and emphasized most of the basic academic skills in communication and math, there was some success at heightening student awareness and acceptance of basic academic skills training through selected classroom activities, and respondents had conducted classroom activities designed to heighten student awareness and acceptance of remedial basic academic skill training.

Two significant differences were noted. Female teachers taught more basic academic skills than were taught by male teachers. Teachers with class size of 25 or fewer students taught more basic academic skills than teachers with more than 25 students in their classes.

SPECIAL POPULATIONS

Utilizing a tutorial approach, Wells (1981) analyzed changes in basic academic skill competencies of disadvantaged marketing education students in Kentucky. Data from pretest/posttest scores and from survey responses indicated that those students who received math and English tutorial services experienced significant gains on mean posttest scores. The results also showed that the tutorial program provided students with enhanced self confidence.

Wells (1984) concluded that marketing education teachers must provide special assistance for disadvantaged students to improve their math and English skills. If tutoring was not possible, it was recommended that basic review should be incorporated into the daily classroom routine.

Expanding on their earlier research, Hills and Sarkees (1981) on special need students in marketing education, Hills and Sarkees (1984) viewed the extent of involvement of special needs students in DECA chapters and competitive events. The five research questions selected for study were based on chapter advisor demographics. These included (1) education level; (2) undergraduate training in working with special needs students; (3) graduate training in working with special needs students; (4) number of years of teaching experience; (5) and number of years as chapter advisor.

It was concluded that only graduate training in working with special needs students had any significant effect on the extent of involvement of special needs learners in DECA activities and competitive events.

Trussell et al. (1984) reported that Alabama marketing education teachers were positive in their attitudes toward physically handicapped persons and positive in their attitudes toward the in-school placement of physically handicapped students.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

Berns and Smith (1979) confirmed the beliefs of Virginia's marketing education supervisors, of marketing education teacher educators, and of marketing education teacher coordinators that DECA activities should be co-curricular. This supported the foundation work in this area conducted by Crawford (1967).

They also identified ninety-seven tasks performed by Virginia DECA chapter advisors. It was concluded that each task should be learned in pre-service teacher education programs while twenty-two of the tasks should be addressed through in-service.

Smith (1979) examined the instructional methods and curriculum materials used to prepare students for the 1979 Texas Career Development Conference competitive events. Selected factors that contributed to success in the competency-based competitions were reported.

In studying leadership development in relation to DECA, Bailey (1979) conducted a leadership development workshop for DECA officers. It was concluded that this workshop had an effect on the participants' attitude toward initiating structure, group activities, decision making, and self-confidence. The effect was dependent on the participant's gender.

SUMMARY

In summary, the usage of Learning Activity Packets was found to have had a positive impact on marketing education instruction. Various instruction strategies including mastery learning have enhanced instruction. The addition of instructional technology including computer usage have been effective in the marketing education classroom.

Basic skill instruction had been utilized. It was found that special populations needed additional assistance in basic skills as well as support in DECA involvement. Finally, it was found that the use of DECA activities have also had a positive impact on student success.

LEARNER CHARACTERISTICS

The proper usage of student's background, education, and experience in the marketing education classroom has been a necessity to better prepare students for the workplace. Studies classified as learner characteristics included those studies that described various attitude, beliefs, competencies, and values of students who enrolled in marketing education programs.

Studies from this ten year time frame were classified as secondary student attitudes, secondary student cognitive knowledge, disadvantaged students, and postsecondary students. Additional information on these topics were also reported in other sections such as Evaluation and Instruction.

SECONDARY STUDENT ATTITUDES

Clodfelter (1984) provided information for marketing educators in planning promotional efforts that attracted and retained interested students in their classes. By reviewing information on eleven salient course attributes from 614 eleventh and twelve grade students in Virginia, it was concluded that all eleven identified course attributes has some importance for students in course selection and enrollment. It was recommended that attributes with the highest importance rating be emphasized in promotional messages. Program planners should insure that marketing courses possess these highly rated attributes so as to attract students.

In a Virginia follow-up study, Clodfelter and Berns (1985) measured attitudes towards marketing courses of students enrolled and of students not enrolled in the marketing education programs. They viewed the degree of importance students placed on certain attributes when deciding to enroll or not enroll in marketing education, the beliefs of these students on whether their high school marketing courses possessed selected attributes, and the extent that attitudes towards marketing courses varied between both student groups.

Eleven course attributes were found to be important. Students enrolled in marketing education considered three attributes to be more important than students not enrolled in marketing education. These three were (1) reputation of class instructor as a good teacher; (2) variety of learning experiences used in the class; and (3) that the course provided practical experience through on-the-job training. Students not enrolled in marketing education reported usefulness of course in college preparation more important than marketing education students.

Students in marketing education held stronger beliefs that marketing courses encompassed the following seven attributes, (1) usefulness of course in job preparation; (2) interest in the course subject matter; (3) influence of friends taking the course; (4) reputation of class instructor as a good teacher; (5) approval of parents to enroll; (6) approval of guidance counselor to enroll in course; and (7) course provided practical experience through on-the-job training.

Six factors more effectively discriminated between students who enrolled in a marketing course and those who did not enroll. The course attributes were (1) course matched students' ability level; (2) course provided practical experience through on-the-job training; (3) usefulness of course in job preparation; (4) student interest in the subject matter of the course; (5) approval of students' parents to enroll in the course; and (6) the reputation of the course among other students at school. It was concluded that those students who had more positive attitudes towards these six attributes were more likely to enroll in a marketing course.

Seventy-five twelfth grade marketing education students, their teacher-coordinators, and their training sponsors rated the affective work competencies of students on the job. Stewart and Dill (1984) found that students ranked themselves higher on affective competencies than they were rated by either their teachers or by their employers.

McAndrews (1988) explored the attitudes of marketing education cooperative training students. Data were collected from 82 male and 82 female students in Houston, Texas area high schools to determine their perceptions of the marketing education program and their reasons for enrolling.

Students' perceptions of the marketing education program were positive. A majority of the students agreed with all statements related to career skills and to job skills. Students indicated they were interested in marketing education because of future employment available to those with skills gained in a marketing education program.

Littman (1989) gathered data to measure college business students opportunity to enroll in secondary business/marketing education programs (accessibility/availability), the numbers who actually enrolled in business classes, and student's perception of the usefulness of these course as preparation for a college marketing course. Another purpose of the study was to measure student perception of the usefulness of their high school marketing coursework. The final purpose was to identify the number of students who had the opportunity to join DECA and the number of students who had been DECA members while in high school.

The major conclusion was that although business course were accessible to most public secondary school students there was limited access to, awareness of, and enrollment in secondary marketing education. Thirty-six percent of students had access to a secondary marketing course while 27 percent were unsure if marketing education courses were available at their high school.

Sixty-four percent of students who completed a secondary marketing education course found the course to be very helpful or helpful. Thirty-six percent of students had access to a DECA club while one-third were unsure if DECA was available at their high school. While, in total, only 4 percent of students had been DECA members, it was noteworthy that fifty percent of students who had completed a secondary marketing course had been DECA members.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA MEMBER'S ATTITUDES

Simon (1980) compared seven specific variables and the effect of these variables on competency-based competitive events. The variables were (1) work experience; (2) related work experience; (3) student's age; (4) student's grade level; (5) attendance at an Area Vocational Technical School (AVTS); (6) number of years of student enrollment in a marketing education program; and (7) whether students utilized IDECC materials. The population studied was 168 secondary school DECA members who competed in district and/or state Apparel and Accessories competency-based competitive events (CBCE).

It was concluded that students scored significantly higher if they worked, used IDECC material, and were older. No significant differences were found for those students who attended a AVTS and for those students who worked in a related occupation.

To compare the values and attitudes of Pennsylvania's Marketing Education students who were members of DECA versus those who were not DECA members, Caine (1984) selected 742 students using a stratified cluster sample.

It was concluded that there was a difference in values and attitudes of DECA members and non-DECA members on almost all of a sixty-seven item "Value and Attitude Survey". It was concluded that although there were some significant differences between students based on socio-geographic categories, there were no differences between DECA and non-DECA members based upon gender.

In a similar study in Delaware, Constantine (1988) compared the values and attitudes of 738 marketing education students who were members of DECA versus those who were not DECA members. Marketing education students who were DECA members had higher mean scores than those marketing education students who were non-DECA members.

The mean score for marketing education students who were members of DECA as compared to those who were non-DECA members were significantly different by gender, by grade level, and by membership category. Females had higher value and attitude scores than males. In every case but one, twelfth grade students had higher attitude and value scores than eleventh graders, while eleventh graders had higher scores than tenth graders. In conclusion, positive attitudes and values seemed to be enhanced by DECA membership, by grade level maturation, and by female members.

To view the effect of DECA competition on students, Tiberini (1985) studied the sales attitudes of those students who had participated in Delaware's 1983 DECA State Conference versus those students who had not participated. The effect of competition and the awards or lack of awards given to students were studied. Significant negative difference on mean scores between the two groups was reported.

He found that not only had the competition negatively affected the scores but each advisor impacted on scores differently. It was concluded that there were problems associated with competitive events and educators should reevaluate this type of competition. Winning at any cost and low self esteem for those who lost were problems that resulted from competition.

McNelly and Searle (1989) studied state DECA officers in 38 states and developed a composite view of a state DECA officer. The majority of office holders were (1) female; (2) 18 years old; (3) white; (4) from a high school of 1501-2000 enrollment; (5) from a home community of 10,000 to 49,999 people; and (6) had a grade point average of 3.17 on a four point scale.

SECONDARY STUDENTS AFFECTIVE DOMAIN

Stone (1988) studied the relationship between marketing education participation and the development of skills and attitudes with lifelong relevance. The conclusion was that high school marketing education had not influenced students' occupational aspirations.

A study in Illinois and Indiana by Wray and Davis (1989) compared 397 secondary marketing education students with 442 secondary students not in marketing education to determine the student's perception regarding ethical business behavior. The purpose of this study was to determine the extent to which differences in the ethical orientation of the marketing students and other students occurred, to determine the ability to discriminate between ethical and unethical behaviors, and to determine if secondary marketing education students perceived their choices of behavior as more ethical than that of marketing employees.

The major findings revealed little variance between the two groups in terms of ethical orientation, however, the students were indecisive as to the behavior that they would exhibit. There was no significant differences between the two groups in discriminating between ethical and unethical behaviors. The marketing education students believed their responses would be more ethical than those of most employees.

SECONDARY STUDENT COGNITIVE KNOWLEDGE

The manner in which an individual encoded and decoded information was effected by their cognitive style. Lucas, Miles, and Steele (1984) studied the cognitive style preference of merchandising majors and investigated the relationship between cognitive style and college performance. They concluded that for students enrolled in merchandising, cognitive style remain stable over time, a positive correlation existed between overall grade point average and cognitive style, and these students scored significantly more toward field dependence.

Savini (1986) examined Delaware's public high schools to determine if marketing education students possessed an understanding of basic human relations principles essential for entrance into marketing occupations. Also, the study was conducted to determine if enrolled students in various curriculum phases of marketing education differed in their degree of understanding human relation principles, and to determine if selected personal characteristics influenced the degree of human relations knowledge.

It was concluded that Delaware's marketing education curriculum was effective in developing human relations understanding essential for entrance into marketing occupations. Females possessed a higher degree of human relations understand than did males. There was a positive significant relationship between achievement in human relations understanding and the following three areas, DECA membership, each year of marketing education instruction, and in students who planned on attending a four year college or university.

Students surveyed who planned to attend a two year college, to enlist in the military, or to enter the workforce possessed the necessary human relations understanding compared to the norms of the "Leadership Opinion Questionnaire" (Science Research Associates) for entering marketing occupations.

Leapard (1986) studied the acquisition of economic concepts by two groups in South Carolina, marketing education students and economic students, and compared their performance on the Test of Economic Literacy. The results showed that gains were made by both groups but the aggregate gain experienced by marketing education students was greater than the aggregate gain experienced by economic students.

Carson (1987) examined Delaware's marketing education students' understanding of basic sales principles essential for effective sales. The goal was to determine if students enrolled in various marketing education curriculum plans differed in their degree of understanding of sales concepts, and to determine if certain personal factors influenced the degree of sales understanding. To gather this information the "Sales Comprehension" test was used in 14 public high school programs.

The findings were that marketing education students obtained significantly lower scores than the normed sample. Additional years of marketing education instruction had not produced significant levels of difference on the test. Of the eight personal variables selected only gender and membership in youth organizations other than DECA had a significant effect on test outcome.

To respond to concerns of a lack of preparedness of high school graduates entering the workforce, Quinn (1988) studied Michigan's marketing education teachers' perceptions and opinions regarding deficiencies in basic academic skills training of marketing education students. A slight majority of respondents believed that marketing education students did not have deficiencies in basic academic skills.

SPECIAL POPULATIONS

As previously discussed in the Instruction section, a tutorial project was developed to enhance the basic skill levels of marketing and distributive education students identified as disadvantaged. Using five Jefferson County high schools, Wells (1981) field tested the effectiveness of the tutorial approach of instruction in developing basic skills competencies. Data from pretest/posttest scores and from survey responses indicated that those students receiving math and English tutorial services experienced significant gains in mean posttest scores. The program also provided students with a higher level of self-confidence.

In related research, Wells (1984) concluded that special assistance for disadvantaged students in math and English skills must be provided by marketing education teachers. This could be done through a tutoring approach or through basic reviews included in daily class activities.

Trussell et al. (1984) reported that Alabama marketing education teachers held positive attitudes toward physically handicapped students and their in-school placement.

POSTSECONDARY STUDENTS

Himelstein (1984) examined and analyzed student perceptions of their business training at Essex County College (Newark, NJ). Based upon the information received from 305 responses, the majority of students were between 20 to 39 years of age and they selected Essex County College for post secondary training based on its cost, its location, and funding available.

Accessibility was a key characteristic in students post-secondary education. Students perceived student-teacher interaction as highest, and perceived their training to be equal to that received at a four year institution. Students employed in marketing and distributive education believed that their two-year community college education assisted them in job advancement. Over 51 percent reported their preparation at Essex helped them to obtain a job, assisted in their promotion, and helped them to receive a higher pay rate.

SUMMARY

In conclusion, various studies have reported positive student outcomes in attitude, in achievement, in beliefs, and in the competencies associated with marketing education enrollment. Marketing education students reported a more positive attitude in their employment and outcomes as compared to non-marketing education students. DECA members tended to have a more positive attitude than non-DECA members.

Gains were found for marketing education students in cognitive knowledge, affective outcomes, and in human relations. Assistance was needed for special populations enrolled in marketing education.

PHILOSOPHY AND OBJECTIVES

During the 1980's continued environmental threats as well as the educational demands for excellence and accountability caused marketing education to refine and clarify its mission, focus, curriculum, and standards. Beginning with the National Conference on Marketing and Distributive Education; "Directions for the 1980s" (Vail, CO, May 19-22, 1980), continuing with the 1984 Marketing and Distributive National Curriculum Conference, (Atlanta, GA, Dec, 1984) and with the subsequent development of a national marketing plan, national curriculum, and national standards (Marketing Education Resource Center, 1987) marketing education has energized, planned, and focused to meet society's need for well trained marketing workforce.

FOCUS OF MARKETING EDUCATION

The Directions for the 80's Conference (Samson and Others, 1980) held in Vail, Colorado provided guidance for marketing education research and focus. The Conference goal was to discuss and evaluate a set of proposed directional statement. The conference papers that evolved from the discussions were very important documents for marketing education's future mission and directions.

The outcome of this Conference included four papers. The first was Samson's (1980a) Identity and Image: Strategies and Implementation which highlighted the thinking and recommendations of the conference discussion groups on strategy and means of implementation necessary to achieve the national goals for marketing and distributive education. The second paper was Program Development in Marketing and Distributive Education--Strategies for Implementation by Eggland (1980) which synthesized implementation strategies from 17 discussion groups related to eight program constraints.

The third paper was Rowe's (1980) Directions for the 80's: Draft of Suggested Implementation Strategies for Leadership in Marketing and Distributive Education which listed nine strategy recommendations. The fourth paper was Power and Influence by Trapnell (1980) which synthesized discussions on the audiences to influence and developed strategies that would influence those targeted groups. These outcome papers were valuable consensus data useful as a research starting point.

Samson (1980b) reported on a survey of the mission of marketing education. Samson (1980c) also reported on a survey of national goals for marketing education.

Jacobsen (1983) completed a six month follow-up study of the seven mission statements developed at Vail. Using five groups, (1) teacher educators; (2) state supervisors; (3) teacher-coordinators, (4) business people; and (5) school administrators, the study concluded that there was a relatively high level of endorsement nationwide for the statements. The opinions of teacher educators and state supervisors had not changed significantly over the time period. Thus, it was concluded that there was good potential for these mission statements to provide cohesive guidance and direction for progress and development of marketing education.

Utilizing needs statements generated from 1980 Directions Conference in Vail, Davis (1984) determined a feasibility instrument could be developed to assess critical needs in marketing education for use at the national, state, and local levels. The information gained from such assessment could be used to assist in systematically formulating short-range and long-range goals for marketing education.

CURRICULUM AND STANDARDS

The National Marketing Education Curriculum Conference held in Atlanta, Georgia during December, 1984, provided guidance for the development of a unified marketing education curriculum. The Conference goal was to discuss and evaluate components of a national marketing education curriculum framework and core competencies. Luter's (1984) reviewed the need for a unified core curriculum as part of the plan to fulfill the program's mission.

In preparation for and concurrent with the 1984 Marketing and Distributive National Curriculum Conference, a Consensus Development Committee was appointed to help establish consensus on issues relating to curriculum and standards for marketing education. According to Stone (1984a), 134 selected outcome statements met consensus.

The outcome statements were related to the four conference goals; (1) curriculum relevant and responsive to business and industry training needs; (2) standards for program graduates; (3) program awareness; and (4) implementation of the conference recommendations. A second committee developed 15 recommendations related to the issue statements that reached consensus useful in guiding the future of marketing education.

Stone (1985b) studied the responses of business people, of former students, and of marketing educators to establish program outcome standards. Outcome standards very important to marketing education were identified.

A variety of studies validated the competencies selected in the national marketing education curriculum framework and core competencies. These included Littman (1988a) with marketing professors, Littman (1988b) with marketing practitioners, and Littman (1987), Trussell and McComas-Norwood (1987), Littman (1986), and McComas (1986) who studied secondary marketing educators. More information on these studies was placed in the curriculum section. In 1987 the National Curriculum Committee published the National Curriculum Framework & Core Competencies.

From the consensus statements on standards, Stone (1984c) (1984d) further identified 24 outcomes ranked very important by a national panel. Those standards that focused on job, job performance, and attitudes towards the job had a stronger positive response. Recommendations were that the 24 standards be adopted as to secondary marketing education program accountability.

Subsequent to the 1984 Marketing and Distributive National Curriculum Conference, a National Standards Committee was selected. The major goal of this committee was to develop and validate marketing education program standards. In 1987, the National Standards Committee released their document which included the national standards for marketing education.

Previous research on program standards by Wubbena (1982) was conducted with secondary teacher-coordinators. Fifty-seven standards were identified as very important to program success. These standards were categorized in the following six areas: (1) organization; (2) nature of offerings; (3) instructional staff: (4) instructional activities; (5) instructional materials; and (6) physical facilities.

Using standards developed by Satterwhite (1983) as the basis for their study, Holmes and Seward (1988) identified standards for teacher education in a study of marketing teacher educators. Six of the 54 identified standards were identified as critical or important to a high quality marketing teacher education program. The statement with the highest critical rating was in the Philosophy section. The statement was "Marketing teacher education offered at the undergraduate level are provided to prepare students for entry level positions as teacher-coordinators of marketing education and related educational activities and to provide a foundation for the student for advanced study and career development."

IMAGE AND IDENTITY OF MARKETING EDUCATION

Studies related to the image of marketing education can also be found in the Evaluation section. These image studies were carried out by Campbell (1982), Foster (1982), Foster, Elias, and Smith (1983), Reed (1985), and Reed and Smith (1985).

By viewing if significant perception differences existed among chief instructional officers, principals, vocational directors, and vocational counselors, Klewer (1982) planned to develop a data base and strategies to alleviate confusing about the image and identity of marketing education.

Results indicated positive correlations were found between vocational coursework and agreement that the scope and purpose of marketing education curriculum had statewide applications and that marketing education curriculum supported its established goals. There was a significant positive correlation between vocational coursework and the perception that marketing education produced competent, well trained students.

In relation to the identity crisis and focus in the field, Bloom (1984) studied teacher educator and state supervisor responses to the perceived identity of Marketing/Distributive Education (M/DE). At the state level, the majority of programs were named Marketing/Distributive Education while teacher education institutions were almost equally divided between M/DE and DE. During the past four years 72 programs had changed their names to Marketing/Distributive Education.

The findings also indicated that most respondents preferred the name Marketing Education or Marketing/Distributive Education. State supervisors felt the program name had an impact on program perceptions while teacher educators did not feel similarly. Both felt that others group did not understand their program area. Those programs with enrollment increases felt the program name had a positive image and the name of the program affected it perception by others.

To strengthen the national identity and image problem, in 1987, the National Marketing Strategy Committee released their document which included the plan to tackle marketing education's image problem. Included was a marketing strategy to reach five targeted audiences who were influential in support of marketing programs.

ADULT EDUCATION

Noting a gradual shift in marketing education focus, Price (1986b) conducted a study for the Virginia Adult Coordinating Council for Marketing Education to assist them in program improvement decisions. Fourteen of 15 belief statements were supported by Virginia high school marketing instructors. Although these teachers had a highly supportive view of adult marketing education programs, the State Department of Education records indicated a decrease in the number of teachers involved in adult teaching.

Due to this apparent need and adult education data, it was recommended that marketing education could better meet the needs of the business community to improve marketing techniques by revitalizing and becoming more involved in adult marketing education.

POSTSECONDARY MARKETING EDUCATION

Callahan (1979) used a Delphi technique to identify and rank twelve goals for the junior collegiate DECA. The goals were developed by an Advisory Committee and ranked by an Research Jury and a sample population of junior collegiate DECA advisors.

The twelve goals ranked were (1) to develop communication skills required in business; (2) to develop leadership skills as they applied to business; (3) to develop an understanding of the free enterprise system; (4) to develop identified business competencies through interactions with business leaders; (5) to develop social skills required in business; (6) to provide DECA members an avenue for career identification and development; (7) to provide an DECA members an avenue for economic understanding;(8) to provide an DECA members an avenue for the understanding of the responsibilities of United States citizenship; (9) to provide an avenue for self-development (10) to challenge DECA members to think, create, learn, and manage in their area of occupational interest; (11) to prepare students to function in entry level supervisory and management positions; and (12) to provide opportunities for students to manage a DECA Chapter program of work. The conclusion of this research established general agreement with ten of the twelve goals.

Bradley and Elias (1981) researched the development of a standard set of program objectives which could be used in designing, implementing, operating, and evaluating postsecondary marketing education programs which could lead result in a degree of program standardization.

To determine if Missouri's postsecondary DECA student members, marketing education instructors, and DECA advisors agreed on the priority and relative importance of the nationally identified goals for postsecondary DECA, Tritt (1985) studied these groups. The results showed that although students and marketing education instructors agreed on the rank order of goal importance, there was disagreement on which goals should have the highest priority. This disagreement could be one cause of declining student membership in postsecondary DECA.

MARKETING EDUCATION RESEARCH FOCUS

Stone (1985c) summarized and analyzed marketing education research published since 1980. It was concluded that most marketing education research was of an applied nature. The top ranked research topics to guide marketing education in the future were (1) cost-benefit analysis of marketing education programs; (2) core curriculum for each instructional level; and (2) role of secondary marketing education in employment preparation. (tied)

A compilation of research presented at the National Research Conference for Marketing Education: 1984 to 1989 was disseminated by Littman (1990).

HISTORICAL STUDY

Torres (1979) studied the historical record of distributive education in Puerto Rico from 1898 to 1972 in order to identify political and economic factors that influenced its development and growth.

SUMMARY

In summary, marketing education philosophy has evolved with the pressures and needs of a changing educational climate. This evolution has led to consensus building and caused changes in program focus and in program operations. These have led to national standards, a national curriculum, as well as a national plan to market marketing education.

PROGRAM DESIGN

Program in marketing education have traditionally followed state mandated guidelines. Various states and organizations have developed program operation guides. This section's research studies in program issues and characteristics have been reviewed and categorized based on their level of operations.

SECONDARY LEVEL

Aspects of six studies viewed various program issues at the secondary level. Whisnant (1980) collected and analyzed data on current practices of school stores operated by marketing education programs. With responses from 192 marketing education teacher-coordinators, it was concluded (1) that school stores should be located in high traffic areas; (2) that school stores should be structured to allow handicapped individuals to participate in all operational areas; (3) that the laboratory experience included competency-based training; and (4) that profits be utilized to purchase new and innovative training equipment.

In Alaska, Madison (1982) tested the simulation Jeffrey's Department Store vs a "traditional" instructional method to compare achievement (knowledge gained) and attitude (feeling about the class after instruction). Participants were pretested and post-tested using the Sales Comprehension Test to measure achievement. A second survey instrument was designed as an attitude measure.

These results showed little evidence that the use of Jeffrey's simulation led to a significant difference on either student's attitude mean scores or student's achievement mean scores.

Rury (1983) identified factors and influences on enrollment in Oklahoma's Marketing Education programs. Information was gathered from marketing students such as perceived image of their school, of their instructor, and of their programs, of the personal factors marketing education students considered important in deciding to enroll in a second year, and of the qualities of marketing education programs that helped students decide on second year enrollment.

A key conclusion was the importance of a student's knowledge and opinions about occupational education as an influencing factor in marketing education enrollment. Over half of the students planned to enroll in marketing education programs for a second year of training. This information should enhance program design and improvement by providing additional information necessary to enhance students' program awareness and their program knowledge. This should lead to student's subsequent program enrollment.

A major concern in marketing education has related to the cancellation of secondary marketing education programs. O'Connor (1985) studied this issue in Pennsylvania by determining the factors that led to program closing. Between September, 1979 and June, 1984, a total of 25 programs had been closed. The closings represented almost 20% of the total of secondary marketing education programs.

The main factor that contributed to program cancellation was low enrollment. It was noted that high enrollment (over 40 students) programs were also canceled. Once the program was canceled, it appeared unlikely it would be reestablished. The final conclusion was that the majority of programs canceled featured teacher-coordinators who were not involved in student selection and/or adult programs.

Stone (1987c) identified important attributes of secondary and postsecondary marketing education programs perceived by five market segments. These groups were (1) employers of marketing students; (2) businesses not employing marketing students; (3) secondary marketing education graduates; (4) postsecondary marketing education graduates; and (5) current postsecondary students. It was concluded that businesses differed on the perceived value of 2 year postsecondary programs and the value of the instructors.

Moorman (1989) also reported on program reduction in Texas. It was found that 100 marketing education positions had been lost (closed) over the previous five years.

POSTSECONDARY LEVEL

Altwegg (1980) examined the existing curricula and personnel in mid-management marketing education programs in fourteen Kansas community colleges. It was concluded that differences existed in both the number and titles of courses offered, the course titles and description, and that funding was not equal. The study also concluded that the personnel who implemented the programs met marketing education certification requirements, exceeded the hours of work experience required, and their educational level exceeded the national average for community college instructors.

To enhance program standardization, Bradley and Elias (1981) researched and developed a set of objectives useful in designing, implementing, operating, and evaluating postsecondary marketing education programs.

To determine if there was significant difference between the perceptions of 40 postsecondary area vocational-technical school marketing education coordinators and 250 hotel/motel managers on program effectiveness, on program role and purpose, and on program scope and content of the curriculum, Bowen (1986) developed 22 statements.

The results indicated a significant positive relationship between coordinator's response on scope and content of the curriculum and effectiveness. Coordinators rated effectiveness and curriculum scope and focus more highly than did hotel/motel managers. Managers showed a significant positive relationship between scope and content of the curriculum and role and purpose. Managers indicated greater agreement with the role and purpose of marketing education than did coordinators.

To examine their perceptions toward community college marketing education programs, Wray (1986) studied selected Marketing Department chairs from American Assembly of Collegiate Schools of Business (AACSB) and marketing teacher educators from the same institutions. Areas viewed were (1) clients to be served; (2) levels of preparation; (3) marketing course content; (4) needs of adult learners; (5) structure of community college programs; (6) transfer credits; (7) articulation; and (8) preparation of marketing instructors.

Key findings were agreement on (1) clients being career-oriented students; (2) marketing course content; (3) needs of adult learners; (4) structure of the community college program; (5) transfer credits; and (6) articulation.

There was disagreement on the level of preparation with marketing chairs indicating community colleges should prepare students for entry level positions while teacher educators believed that completers of community college marketing programs should be prepared for career sustaining, entrepreneurship, or operational marketing management.

All of the groups agreed that a Masters of Science in Education was an appropriate marketing instructor's preparation. The groups were undecided if the Masters of Business Administration (MBA) was an appropriate marketing instructor's preparation.

Smith (1988) examined Missouri postsecondary marketing and mid-management curricular to determine consistencies and inconsistencies among programs. It was concluded that there were differences in five areas, (1) program title; (2) program requirements; (3) required courses for degree; (4) course credit hours; and (5) internship requirements.

Another study outcome was the recommendations guidelines to develop specific articulation guidelines for students enrolled in secondary marketing education who were going into postsecondary programs.

In a related study, Smith (1989) reported postsecondary instructors of marketing education reached consensus on the mission of marketing education, a mission statement, program identification title of marketing management, basic course prefix titles, and the vocational application of the curriculum through marketing internships.

ADULT LEVEL

To identify and analyze adult marketing education services that have been or were currently being offered Price (1986a) surveyed all marketing education state supervisors. A slight majority of states provided adult marketing education offerings through both secondary and postsecondary programs; a substantial number only offered adult services through postsecondary programs; a majority of programs targeted small business owners. A majority of respondents believed marketing education should provide entrepreneurship training and that adult offerings for small business owners could improve the overall image of secondary and postsecondary marketing education programs.

Price (1987) identified marketing education services provided for small business owners. It appeared data in this area was lacking, services to small business owners were limited, and the adult component of marketing education was being deemphasized in many areas.

SUMMARY

In summary, research has pointed to different strategies that can strengthen program design and student enrollment in marketing education. At the secondary level, program design should be based on enhancing student knowledge and opinions so that student needs can be met and enrollments can be increased. This could keep programs from being closed.

At the postsecondary level more efforts in program design were focused on meeting local needs. In adult education, it appeared that the number of programs was being reduced.

TEACHER EDUCATION

Teacher development and training has remained one of the key research area in marketing education. Teacher development and training has been an integral component of marketing education student successful preparation for employment. There continued to be a variety of topical areas in teacher education research including occupational choice, tasks and role expectations, teacher education, secondary marketing teachers, successful teachers, and occupational experience and curriculum.

OCCUPATIONAL CHOICE

Swenson (1979) tested business and marketing education teacher candidates nationwide in order to gauge the impact of vocational choice and stability upon their academic achievement and satisfaction. Both vocational choice and stability were found to be significant predictors of academic achievement and satisfaction. However, the relationships found were not identical for the two study groups.

TASKS AND ROLE EXPECTATIONS

Berns and Smith (1979) conducted a study that (1) identified and validated the tasks performed by marketing education teacher coordinators in the role of Distributive Education Clubs of America (DECA) chapter advisors; (2) identified competencies needed by teacher-coordinators to perform these tasks; and (3) developed instructional modules for use in in-service or pre-service marketing education teacher education.

Questionnaires concerning ninety-seven tasks were mailed to a random sample of teacher-coordinators, and all assistant state supervisors, all local supervisors, and all teacher educators in Virginia. The questionnaire concerned the relevancy of the tasks, the extent to which coordinators performed the tasks in the role of advisors, and the location at which the tasks should be learned.

Fifty percent or more of the responding teacher-coordinators indicated that they performed all of the ninety-seven talks listed in their role as DECA advisors. Fifty percent or more of the assistant state supervisors, local supervisors, and teacher educators indicated that teacher-coordinators should perform all ninety-seven tasks. The extent to which the tasks should be developed varied among the tasks.

The major locations at which the tasks should be learned were identified as pre-service and in-service programs. Instructional modules were developed for each cluster of tasks and included objectives, learning activities, instructional materials, and evaluation instruments.

Allen and Stoneman (1979) followed the critical task inventory developed by Crawford (1967) that utilized the five functional areas of coordination, guidance, operations and administration, public relations, and teaching. They determined the types of activities performed and the time required by North Carolina marketing education teacher-coordinators who utilized the cooperative method beyond the regular school day. It was concluded that the teachers spent time, on average 54%, beyond the regular school days on activities in each functional area.

Taylor and others (1980) determined a priority listing of competencies based on the perceived needs of vocational instructors. The study surveyed vocational teachers' perception of these skills on importance to job, on level of competence, and on need for in-service training regarding 107 competency statements. Findings were discussed by the six program areas surveyed including marketing education.

A general conclusion was that while instructions within each program area had perceived needs unique to their program area, competencies consistently ranked high included (1) those relating to instructional evaluation and accommodating special needs or nontraditional students; (2) keeping up-to-date professionally; and (3) maintaining technical competency in area of instruction.

TEACHER EDUCATION

College-Level

Berns (1979) synthesized the critical tasks inventory developed by Crawford (1967) and surveyed graduates of the Virginia Polytechnic Institute and State University, their assistant state supervisors, their local supervisors, their vocational directors, and their principals to determine the graduates' proficiency level. It was concluded that the graduates were generally performing well as marketing education teachers. The teachers also reported that the required and elective courses they completed helped them in their position.

Heath-Sipos (1979) also utilized Crawford's (1967) study to investigate the attitudes of marketing education graduates (1976-1977 graduates from 13 central states) toward their preparation to perform tasks in ten competency areas. It was concluded that the teacher coordinators perceived themselves as adequately prepared in four areas. These areas were (1) guidance; (2) instructional evaluation; (3) instructional planning; and (4) technical knowledge. The six areas they reported as not being adequately prepared were (1) coordination; (2) instructional execution and instructional management; (3) program planning; (4) professional role and development; (5) school and community relations; and (6) vocational student organizations.

Heath-Camp (1981) analyzed the recruitment techniques that influenced students at Virginia Tech to investigate the marketing education teacher training program. The highest rated responses were as follows: received a letter in the mail that described the program, (88)%, enrolled in marketing education in high school, (85%), had a conference about the program with a faculty member, (84%), a marketing teacher education student visited my school, (82%), a marketing teacher education faculty member talked to my marketing class, (82%), and saw a brochure about the program (81%).

A second component of this study asked 55 of the current undergraduates in the program to decide which recruitment technique they thought would attract future students to the marketing teacher education program. Their top three responses were brochures, enrollment in high school marketing education program, and their high school marketing education teacher.

To ascertain incongruencies in the role expectations of marketing education teacher education as perceived by themselves, by state supervisors, and by college administrators, Gregar (1983) examined the job duties, professional activities, and level of responsibility of marketing teacher educators.

Areas of agreement and disagreement in role expectations of teacher educators were determined within and among the three groups. Selected background characteristics of the teacher educators were used to evaluate any differences in their own perceptions of their role.

The results of this study showed that there was considerable congruency in role perceptions of the marketing education teacher educators as found within and among state supervisors, college administrators, and teacher educators themselves. Very little difference appeared among teacher educators when comparing their personal background data to the job duties and functions.

In the opinion of state supervisors much less time should be devoted to professional activities than the teacher educators actually spent and/or the college administrators thought teacher educators should spent in this area. State supervisors did not agree with teacher educators and college administrators concerning the importance of committee and administrative duties.

College administrators viewed DECA functions as less important than did the teacher educators and state supervisors. The college administrators also felt less time should be spent in this area than was currently being devoted to DECA activities.

Also they did not agree with the teacher educators and state supervisors on the importance of state department activities. College administrators thought the teacher educators should devote considerably more time to the area of research and scholarly writing than was currently allocated.

Herron (1984) reported the attitudes of marketing education teachers toward their undergraduate preparations to conduct marketing education programs. It was similar to a study conducted by Heath-Sipos in 1979. The study researched distributive education teacher attitudes in the 14 state National DECA Southern Region.

A background questionnaire was administered to a population of 1981-82 teacher education graduates who had taught for at least one year. Data collected concerned grade point averages, types of programs taught, age, and gender. Two attitude scales were used to collect data concerning attitudes toward their undergraduate preparations to conduct marketing education programs and attitudes toward their undergraduate major advisors.

Marketing education teachers agreed that they were adequately prepared to conduct marketing education programs in the areas of instructional execution, of instructional management, of program planning, of school and community relations, of student vocational organization coordination (DECA), and in their own professional role and development. The teachers surveyed indicated that they felt prepared in the technical areas of business to teach marketing education.

To view the value of the marketing certification program, Peterson (1984) surveyed eighty-five students who had completed the program at the University of Minnesota. Four areas were investigated; education, employment, opinions on the value of the marketing certification, and their opinions on the courses in the program.

It was reported that the graduates continued their education beyond the two-year certification. Currently 75% were employed in a marketing field with 83% having worked less 5 years in their first full-time position after certification. Over 80% would still want marketing certification. Over 60% responded that their certification helped them get ahead and motivated them to continue their education. Finally, students thought more upper division courses in business should be included in the program.

Lynch (1985) reported on the initial database of marketing teacher education programs, number of full time program faculty members, number of graduate and undergraduate students, accreditation status of the program, and future enrollment projections.

To examine marketing teacher educators' views regarding their concerns facing marketing teacher education, Litchfield-Worms (1987) gathered responses from 55% of marketing education programs. The top issues facing marketing teacher education were attracting quality students/recruitment (26%), the impact of the reform movement on secondary programs (16%), and quality of teacher education programs or teacher educators (10%).

Heath-Camp and Price (1987) used the nominal group technique with 10 randomly selected first-year marketing education teachers during 1986-1987 in Virginia to collect information that assisted in improving the relevance of pre-service and graduate teacher education programs, identified needed areas of in-service training, and developed a research model that others could utilize for similar studies.

Five problem areas were addressed. These included problems encountered (1) with planned curriculum and delivering classroom instruction; (2) with working with cooperative education; (3) with working with adult training and development; (4) with promoting the marketing education program; and (5) with working with DECA.

The two problems ranked highest in each group were listed below. (1) In curriculum and instruction, the two highest ranked problems were sequencing curriculum in order for it to be most effective and keeping the students' attention and keeping them motivated. (2) In cooperative education, the two highest rated problems were students job hopping and making students realize the direct effect of their work now on their future. (3) In adult training, the two highest rated problems were not feeling comfortable teaching adult classes because of age and lack of experience, and not enough business background to teach adults. (4) In program promotions, the two highest ranked problem areas were overall lack of understanding of the marketing education program within the school system (ie. lack of understanding from other faculty) and getting the support of guidance to raise the quality standard. (5) In DECA, the two highest ranked problem areas were not enough knowledge about DECA manuals and events and difficulty in getting students to participate.

Kearns (1988) gathered data concerning program name, content, and organization of marketing education programs at the collegiate level as it affected enrollment in the programs. The study gathered data concerning characteristics of existing programs that were successful at increasing enrollments and compared data to programs that were decreasing in enrollment.

It was found that marketing education teacher educators did not feel the name of the program had any affect on enrollment of the program. Findings indicated that the department in which the program was housed was not a major factor in enrollment of the program. The findings also indicated that the majority of the students were not interested in teaching marketing education.

The majority of the teacher educators felt that a name change from Marketing/Distributive Education to Marketing Education would not necessarily be more descriptive of the program and would not aid in student enrollment or industries' perception of the program. The findings also indicated that enrollment had an impact based on program size. Smaller programs reported an increase in enrollments while larger programs with enrollments over 40 stayed basically the same.

Findings also indicated that the majority of teacher educators felt that students should have additional input in the instructional design of the marketing education program.

SECONDARY LEVEL MARKETING TEACHERS

In-Service Areas

In order to improve the effectiveness of LAPS, Parker (1979) concluded that there was a need for additional training for marketing education teacher coordinators. It was recommended that teachers be trained specifically for implementation of this learning system.

Berns and Smith (1980) identified 97 tasks performed by teacher-coordinators as DECA advisors by studying Virginia's teacher-coordinators. Virginia's state supervisors, local supervisors, and teacher educators were studied to determine their perceptions toward the perception regarding the need for in-service instruction related to the 97 tasks. the supervisors and teacher educators identified 15 of the tasks they thought should be learned through in-service.

In a later follow-up study, Berns and Waters (1982) analyzed the amount of instruction Virginia's teacher-coordinators believed they needed to perform the 15 tasks. Marketing education teacher-coordinators indicated they needed the most instruction in directing DECA members participation in marketing projects such as the Free Enterprise Project, Creative Marketing Project, and Virginia DECA Diamond Project. Over 80% of the respondents indicated they needed either a great deal of instruction or a moderate amount of instruction in the performance of that task.

Over 70% of the respondents indicated they needed either a great deal of instruction or a moderate amount of instruction in two second highest rated areas. These were in directing the development of a chapter of the year report and in assisting in the development of rules and procedures for conducting DECA competitive events.

Mahan (1982) study was undertaken to determine if Pennsylvania's marketing teachers were using the Interstate Distributive Education Curriculum Consortium (IDECC) system according to the teaching method in which they were trained and to determine if they needed additional help in utilizing the system more effectively.

A questionnaire was developed which provided a description of the respondents' marketing education programs and the method or methods in which IDECC was being used in their classrooms. Questionnaires with cover letters were sent to the marketing education teachers who had attended the IDECC workshops from 1974-1980.

Major findings were that Pennsylvania marketing education teachers were using IDECC in their classrooms. Use of the IDECC system ranged from 10 to 90 percent of class time with the mean usage time being 36.5 percent. The responses indicated that there was no significant relationship between usage of the IDECC instructional system and years of teaching experience.

Marketing education teachers considered the school store, DECA, and resource library beneficial in promoting the use of IDECC. Of eleven IDECC curriculum sections, the section on human relations was used most often. The IDECC instructional system was being used most frequently for large group instruction.

The teachers were most positive about six factors, (1) the classroom being large enough to use IDECC; (2) reading level being appropriate; (3) IDECC working with the grading system; (4) IDECC as a competency-based system; (5) equipment being adequate; and (6) students having career objectives.

To analyze the facets of a marketing education teachers' position that dealt specifically with the education of handicapped students enrolled in Virginia's marketing education programs, Jacobs (1984) studied 78 marketing education teachers and 10 experts in marketing education mainstreaming. Instruments targeted to each group contained 79 competencies in seven areas. These seven areas included (1) assessment of student needs; (2) classroom management; (3) communications; (4) evaluation of student progress; (5) personalized curricula; (6) professional knowledge; and (7) resources for classroom learning.

Each of the competencies were found to be relevant by the panel of experts. Competencies in the categories evaluation of student progress and classroom management were rated the highest while the category professional knowledge was rated the lowest. In total, the highest rated competency was in developing positive relations with handicapped learners while the lowest rated competency was utilizing display window in providing vocational instruction.

The teacher-coordinators rated each competency as very important or important. The competency rated highest was informing handicapped students of required performance levels for the program while the lowest rated competency was also utilizing display window in providing vocational instruction.

Teacher-coordinators surveyed needed additional training in mainstreaming. Most (76%) of those who received this training had less than 10 hours of instruction. To meet the mainstreaming education needs of marketing educators competency-based programs were recommended.

Trussell et al. (1984) analyzed the effects of a physically handicapping simulation on the attitudes of Alabama's marketing education teachers toward disabled persons. A three-group, randomized pretest and posttest experimental design was utilized. One group was blindfolded while operating an NCR 255 electronic terminal, a second group operated the terminal without being blindfolded, and a third group completed the tests without a psychomotor task.

The results showed a significant positive attitude on the posttest measure. Significant differences in attitudes were found on experience teaching handicapped students in class and for years of occupational experience. The conclusion was that Alabama's marketing educators were positive in their attitudes towards physically handicapped persons and positive toward in-school placement of physically handicapped students.

Djooya (1986) found that in-service training of teachers was necessary in the usage and benefits of computer-assisted instruction, the teacher's role in computer-assisted instruction, and strategies in using computer-assisted instruction to develop occupational skills.

JOB SATISFACTION/WORKING CONDITIONS

Allen (1984) reported that it had become more critical to retain marketing education teacher-coordinators as the number of students interested in marketing education teacher training decreased. The average length of service in this study was 3.8 years while 36% of the teachers remained in their position for three years or less.

Forty-eight percent of respondents became marketing educators based on their preference for the combination of teaching and working with the business community. Only 55% had collegiate majors in marketing education. The most liked aspect of the position, 60%, was the combination of teaching and the interactions with the business community. The least liked aspect of the position was the lack of support and interest in the marketing education program.

Forty-two percent of marketing education teachers indicated they were employed in a second job while 60% were employed in the private sector. The average income from the second job was $6,500 per year about one-third that of their teaching salary. After leaving teacher, most opted to take jobs with new employers versus continuing in their part-time position.

Sixty percent of marketing teachers who left the classroom remained in the field of education, usually in administration or teaching in postsecondary institutions. The top reasons for leaving teaching included a change in job assignments and higher pay.

To improve the position of the marketing education teacher coordinator it was recommended by respondents that higher pay (66%) and twelve month employment (55%) be implemented. To improve the position of the marketing education teacher education programs respondents recommended that computer usage (35%) and sufficient training in management of youth organization (33%) be implemented.

To analyze the relationship between their personality characteristics and job satisfaction, Plessman (1985) studied 475 members of the Marketing Education Association. Two instruments, the Myers-Briggs Personality Indicator and the Minnesota Satisfaction Questionnaire, were combined with attitudinal and demographic data for this inquiry.

The conclusions were as follows: (1) Three personality types, the ESTP, ESTJ, and ENTJ were found to be much more common in secondary marketing educators than in the typical secondary teacher population. (2) The personality profile of marketing education teachers differed from the secondary teacher population. Marketing attracted more practical, action-oriented, realistic types. (3) The group satisfaction score for marketing teachers fell in the average satisfaction range. (4) Introverted, intuitive, perceptive types were less satisfied with teaching than all other types. (5) If making the choice again, marketing teachers less satisfied with their positions were less likely to choose teaching as a career, to recommend teaching to a friend, and to teach until retirement. (6) The majority of intuitive teachers had prior experience in another career before teaching while half of the sensing teachers had previously worked in another career. Sensing teachers also had a longer tenure in teaching.

Searle (1985) found teacher coordinators left the profession because "better opportunities were available in business," and second, teaching provided a "poor salary." These two reasons were selected first or second in 15 of 18 categories with "better opportunities" being the dominant first choice.

Part-time jobs were held by almost half (43 percent) of all teacher coordinators. Very few teacher coordinators (16 percent) received all of their income from teaching. As a group, teacher-coordinators received 68 percent of their total income from teaching.

Wray (1987) reported that professional growth and conditions of work were categories that concerned Illinois marketing education teachers to a greater extent than issues in classroom or pedagogical matters. Illinois secondary marketing education teachers wanted opportunity for advancement. Teachers appeared to want to become more actively involved in the decision-making process as it related to school policies. Teachers believed great demands were placed on their time. Professional activities should take priority over clerical activities. Teachers desired supervisory assistance in endeavors directed at the improvement of the teaching process.

In a later report, Wray (1988) studied secondary marketing teachers in Illinois concerns about (1) classroom management and routines; (2) human relations; (3) personal matters; (4) working conditions; and (5) professional growth. He concluded that teachers were most concerned about professional growth and working conditions. They also expressed concerns about their opportunities for advancements. Teachers also wanted a voice in school policies and practices.

Lucas and Miles (1989b) viewed the obstacles (or problems) that marketing education teachers faced in the conduct (carrying out their role) of the marketing education program. They found the top ten program concerns of marketing education teachers to be as follows: (1) Excess paperwork; (2) Financing chapter activities; (3) Lack of time for marketing education duties beyond regular teacher duties; (4) No recognition or "comp" time given for after-school (evening) coordination visits; (5) Cost of DECA were excessive; (6) Time for coordination; (7) Guidance counselors misunderstood the marketing education program; (8) Middle grades students not informed about marketing education at secondary level; (9) High DECA dues hindered participation; (10) Difficulty in bringing all curriculum sources together.

Berns' (1989) study verified research from the early 1970's that found that 88.6 percent of teachers were satisfied or very satisfied with their jobs. Secondary marketing educators in Northwest Ohio mirrored that finding almost exactly.

Although the instructors in this study were satisfied overall, they were not satisfied with teaching as a profession. They were dissatisfied with their salaries, with their advancement opportunities, and with their status within society.

Northwest Ohio marketing educators did not substantially vary in their satisfaction levels overall by demographic variables. The differences that were found would be expected. One dissimilarity that was not expected was the difference between the responses of the females and the responses of the males related to satisfaction toward teaching assignments. The female Northwest Ohio marketing educators were more satisfied with their teaching assignments than were the males.

Moorman (1989) reported that 100 Texas marketing education programs had been closed over the previous five years. These closings were the result of various factors.

ADULT MARKETING EDUCATION

Price (1988) identified major factors impeding the involvement of high school marketing teachers in Virginia. These main factors were lack of time and the demand of the job. Insufficient compensation for working with adults and lack of administrative support also inhibited teacher involvement in adult education.

SUCCESSFUL MARKETING TEACHERS

Ruff (1989) developed a profile of the successful secondary marketing teacher based upon perceptions of teaching award recipients in marketing education. A naturalistic inquiry paradigm using the case study approach was selected for the study. Semi-structured, open-ended interviews were conducted with 11 teachers who were recipients of the annually presented, state-level teaching award in marketing education in the states of North Carolina and of Virginia.

The perceptions of the participants were organized and coded into the following five core categories established by the research questions: (1) teacher preparation; (2) personal motivations and abilities; (3) students; (4) professional roles and practices; and (5) teaching environment. Conceptual categories which emerged within each core category formed the framework for a perceptual profile of the successful secondary marketing teacher presented in the case report.

Based on the findings of this study, it was concluded that eight factors identified the successful secondary marketing teacher: (1) approached the job with enthusiasm and strived to accomplish more than the minimum job requirements; (2) received satisfaction from watching students experience success and develop positive self-concepts; (3) was professionally committed and involved; (4) was a very caring, student-centered teacher; (5) was most effective when allowed the freedom to work with minimum supervision; (6) performed teaching and other program duties in a somewhat structured, methodical manner; (7) realized the success of the marketing education program was dependent on his or her ability to maintain good interpersonal relationships; and (8) received thorough preparation in both technical content and pedagogy.

OCCUPATIONAL EXPERIENCE AND CURRICULUM

Jones (1982) analyzed differences that existed between the occupational experience of marketing teachers at the secondary school level and the importance placed upon the curriculum content areas of marketing education.

The population for this study was composed of 142 teachers of senior cooperative general marketing education programs in comprehensive high schools in Ohio. The four hypotheses included: The nature of a marketing education teacher's occupational experience including the industry type, occupational level, extent of employment, and total amount of employment. Each of these variables was examined to determine their possible influence on the curriculum choices of MDE teachers.

The major findings of the study indicated no positive relations between the four variables of occupational experience and the importance placed on curriculum content areas by marketing teachers.

Mulholland (1982) recommended marketing education courses for females in high school as a viable means for an early introduction to business concepts. This study identified and analyzed career choice and goals of male and female Master of Business Administration (MBA) graduates from Temple University and the University of Pennsylvania for the five-year period 1976 to 1980. The study compared male and female responses to questions concerning: perceived career influences, former educational curricula, future goals, demographic data, and present career positions.

It was found that males and females showed no difference in their career influences and in the career counseling they received. There was a difference between males and females on their curricula, career-ladder positions, demographic data, and earnings.

From the responses on the write-in questions, males and females answered similarly in all areas. They stated that the MBA programs were theoretical and not related to industry enough and that there should be more career counseling and increased teaching of interpersonal skills. Most agreed that work experience was essential for success in the MBA Program.

Based on his previous research, Clodfelter (1986) recommended some strategies to recruit students into secondary marketing education. These strategies included: (1) promotion of course attributes which contributed to positive attitudes toward marketing education; (2) changing students' belief about course attributes which contributed to positive attitudes; and (3) a modified course offerings to change students' beliefs about marketing education.

SUMMARY

In summary, overall satisfaction has been reported with teacher education preparation on instruction and on program content. Secondary marketing educators have reported various needs in their professional development which could be met by in-service training.

Although most marketing educators reported job satisfaction they still have concerns about various issues that impact on their job performance. A number of teachers have left teaching for higher paying positions.

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